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ABSTRACT

Prepared by the Americans with Disabilities Act (ADA) Task Force at Lakeland Community College (LCC) in Ohio, this report assesses LCC's compliance with ADA provisions and presents recommendations concerning projects to be undertaken. Section I provides an introduction to the ADA and its impact at LCC. Section II describes the self-evaluation process used by the committee. This section also includes a historical overview of LCC's early efforts to improve access to disabled students, a discussion of the legal backdrop for the study, and the results of self-evaluations by nine campus units (i.e., the Performing Arts Center, Admissions Office, Financial Aid Office, Cashier's Office, Human Resources, the Athletic and Fitness Center, Career Services, Student Services, and the Police Department). Section III focuses on the dissemination of information regarding the provisions of the ADA and its applicability to the services, programs, and activities of LCC, including information on signage and communications. After section IV describes the ADA's requirements regarding grievance procedures and the committee's development of a grievance form, section V focuses on LCC's physical plant priorities (i.e., lavatories and parking). Section VI enumerates the work done by the committee, and section VII presents recommendations regarding personnel, barrier removal, communications, procedures, practices, and long-term planning. Finally, section VIII presents conclusions about the challenges and opportunities afforded by ADA. The bulk of the report consists of appendixes providing legal information, division self-evaluations, the devised grievance procedure and form, and other detailed information. (KP)

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ED 376 901

MEASURING UP: LAKELAND COMMUNITY COLLEGE

REPORT OF THE ADA TASK FORCE

A Self Evaluation of College Services, Facilities, Programs, and Activities [redacted]

G. REIS, CHAIRMAN
COMPLIANCE OFFICER

U.S. DEPARTMENT OF EDUCATION
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When we think of the journey from the inception of the study to this final document, we are reminded of the many hands and minds that participated in the process. Again, we thank the Committee and the people who looked at physical spaces with us. It seems now that we have measured endlessly and visited and revisited spaces many times in an attempt to solve problems.

Our special gratitude is reserved for Gerard Reis for both the personal commitment and the professional talent which he gave to guiding this massive project. The execution of such an evaluation is a complex matter and when we consider that all of the contributors assumed the assignment as an "add on" to their regular work, we further appreciate Gerry's task of educating people about ADA, uncrossing authority lines to solve problems, and pushing to meet deadlines.

Gerry is to be commended first and foremost for the good heart which he brought to the endeavor. The ADA work was more than another assignment -- Gerry believed in it. He actualized his commitment by cutting through procedural delays in a kind of "let's do it now" style. His personal skills forged a diverse membership into a working unit. Furthermore, Gerry unstintingly gave what seemed like unflagging energy to meeting our obligations.

Thank you, Gerry, from us and from untold numbers of disabled students.

Now finally, but very important, we thank the staff of the Tutorial Center for their patience with our frequent preoccupation when they needed to see us. To Pat Cantz, especially, and to Peggy Tallion we offer thanks for their assistance in the long paperwork process of researching, compiling, writing, endless revising, and collating of reports. Truly, we would not have met our deadlines without you.

I. INTRODUCTION

The "Americans with Disabilities Act of 1990" (ADA), a piece of federal legislation which Evan Kemp, Chairman of the Equal Opportunity Commission, has referred to as "the Emancipation Proclamation for people with disabilities", has empowered individuals living with a disability with new rights and protections hitherto not granted to them in the past. Simply put, the ADA affirms the principle of equality of access and opportunity for persons with disabilities in much the same way as the civil rights legislation of the 1960's empowered other minority groups, including women.

At Lakeland, it affects students, employees, and visitors alike. An individual is considered to have a disability if that individual either (1) has a physical or mental impairment which substantially limits a major life activity, (2) has a record of such an impairment (for example, has had cancer but does not any longer), or (3) is regarded as having such an impairment (for example, has a skin disease that is regarded by many as disabling).

With its 300 pages of accompanying regulations, the ADA and the regulations it has spawned represent legislation of great depth and breadth. It has required Lakeland, as a public entity covered by Title II of the Act, to self-evaluate the College's policies and practices with respect to the disabled. In nuts-and-bolts terms, it has meant not only looking at stairs, parking, and entrances, but also at floors, pavement, door knobs, programs, services, and employment policies, among other issues.

The Lakeland Community College ADA Advisory Committee began to meet in March 1992. The report that follows represents the distillation of the Committee's work, which was performed with the assistance of a broad spectrum of the Lakeland community -- from disabled students to department heads -- and to whom the Committee is grateful for their participation and valuable suggestions.

II. THE SELF-EVALUATION PROCESS

Originally conceived of as an ad hoc committee with a limited mission, the Lakeland ADA Committee began meeting in March 1992. The charge to the committee at that time was to examine the new Americans With Disabilities Act and to give the College President a report as to Lakeland's compliance by April 30, 1992 (APPENDIX A). When the magnitude of the

committee's task became apparent, more time was allocated for completion of the report.

What the Ad Hoc Committee submitted to Dr. Doty in early June 1992, was entitled "Preliminary Report". Its recommendations for "Stage I" of the College's response to the ADA included the following:

1. Because of the range of topics and depth of study yet to be done, we urge that the Ad Hoc ADA Committee continue through January 26, 1993, as presently constituted (G. Reis, J. Dellova, M. Hendricks, S. Elliot, J. Doerr, M. Lee, and E. Mastrangelo).

2. For the topics of employment policies and accessibility to programs, services, and activities, the Committee should have the right to appoint subcommittees of LCC specialists or persons charged with dealing with the cognizant area. For example, the subcommittee on employment policies should include the Director of Human Resources.

3. Thereafter, a core of the Committee should continue for purposes of: advising on remodeling and new construction, monitoring implementation of accommodations, and processing grievances arising from provisions of the Act as required by law. This core should consist of G. Reis, M. Lee, and Dr. Mastrangelo.

4. No particular individual is in charge of decisions on handicap parking and signs for such parking. Consequently, decisions have been made ad hoc without careful deliberation as to legal requirements. The result has been unnecessary acrimony and confusion. We recommend that these decisions be part of the Committee's functions. The Chief of Police will report semi-annually to the Committee as to the status of these traffic issues.

5. Legal counsel should review this Preliminary Report.

During the summer of 1992 the Committee underwent a minor reconfiguration process and saw the designation of "ad hoc" dropped from its title. At that time Dr. Doty entreated the ADA Committee to proceed toward completion of the required self-evaluation process. In particular, the Committee's membership was instructed to focus on the following issues in its Stage 2 proceedings: 1) preparation of a job description for the College's ADA Compliance Officer; 2) targeting of

physical accessibility projects to be undertaken, ranked in priority order; 3) creation and implementation of a grievance procedure, with rights of appeal built in; and 4) revision of certain academic and employment policies impacted by the ADA. Those currently serving on the ADA Committee include:

Gerard Reis	Vice President of Student Services, Chairman
Gerald Dellova	Facilities Technician, Athletic and Fitness Center
Dr. Judith Doerr	Dean, Social Science and Public Service Technology
Sally Elliot R.N.	Health Counselor
Lawrence Howell	Director, Physical Plant
Martha Lee, Esq.	Access Counselor
Rosella Marilao	Director of Human Resources
Dr.Eliz.B.Mastrangelo	Director of Special Student Services and Learning Support Center
James McBride	Chief of Police and Director of Safety
Ex Officio:	
Don Pressly	Disabled Student

The Committee quickly delved into familiarizing itself with the basic components of the ADA in relation to the situation at Lakeland, with each Committee member building on his or her area of expertise. Often acting in a subcommittee format, selected members did the following: a) attended seminars; b) sought input from the College community and from disabled students, in particular (APPENDIX A-1) through the Access office and LAKELANDER notices; c) contacted other schools to see how they handled certain issues; d) ordered and reviewed pertinent statutes and regulations; e) consulted with Office of the Ohio Attorney General and the Space Planning and Architectural Division of the Ohio Rehabilitation Services Commission; f) screened films; and g) generally went about the business of assessing where the College was at this point. But before doing that with any finality, the Committee decided it needed to know "where the College had been" first.

A. Historical Perspective

At the outset of the study, the Committee thought it important to review Lakeland's self-evaluation under Section 504 of the Rehabilitation Act of 1973, which has regulated

higher education for twenty years.[1] Regulations arising from the Act were first published in 1977, and colleges were given until June 3, 1978, to complete a self-evaluation regarding elimination of architectural barriers and the acceptance of handicapped students in the most integrated setting possible.

Unlike the goddess Athena, even a new campus (1971) such as Lakeland's did not arrive fully developed and ideally constructed for all kinds of people. In August of 1977, the College sent its Personnel Director to the first national meeting on disabled students in higher education so that while one committee looked at architectural problems, another developed a consciousness of academic services to the handicapped.

The Committee learned that it is to the early self-evaluation that the College owes thanks for such adjustments as better signage for shuttle buses, free lockers, handicap drinking fountains, special showers in the gym (AFC), handicap parking in the existing lots, handrails in the courtyard, and pavement repairs in several locations. The College used a State grant of $30,500 to fund these changes.

Deemed too costly at that time were improvements in close-in parking, a shuttle with lift, automatic entry doors and elevator conversions. It was not until 1983 and the receipt of a State grant of $60,485 that Lakeland moved to install five power doors. Another grant created the present Handicap Parking Lot.

The Committee's research revealed that while several items remained unresolved, there was clear evidence that the level of access-consciousness had been raised. Incredibly, in 1983, the original architectural drawings for the new E-Building did not include a power-activated entry door. Before construction, however, the Special Student Services Advisory Board recommended such a door, and it was included as part of the new construction. It was also at this time that the Skywalk was erected as a means of providing better accessibility back and forth from the core buildings (A, B and

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[1] There was also an element of pragmaticism about the adoption of such an approach: while Title II of the ADA requires a public entity such as Lakeland to perform a self-evaluation of its services, program, and activities, it excludes from the scope of such evaluation those policies and practices that were included in an evaluation done pursuant to Sec. 504 of the Rehabilitation Act of 1973. (Reg. 35.105(d)). The ADA is closely interconnected with Sec. 504 in many respects.

C) to E Building. That it fell short of its worthy objective is less a function of good intent than of errors attendant with the construction of E.

What was noteworthy to the Committee in its brief review of existing documents was the apparent absence of acrimony on the part of handicapped students who for 12 years could not open the entry doors to Lakeland's buildings. It is a reflection on the litigious nature of our current society that recent less burdensome barriers have created greater furor than a primary interest in entering buildings.

Of great interest to the faculty were considerations of academic accommodations. The Academic and Scholastic Standards Committee debated not only whether it was right and just to provide special services to the one enrolled learning disabled student, but whether his transcript should be marked to indicate the unusual assistance provided to him. Ultimately, of course, the legal intent of Section 504 was researched, and the transcript escaped any form of prejudicial annotation.

In the intervening years between the early 80's and today, the College has had to become concerned with evaluating each student's handicap on an individual basis, with establishing firm rules for considering the character of a disability in the institution's response, and for implementing accommodations where they count -- in the classroom. Very recently, with an upsurge in numbers of handicapped students, the College has had to return to reviewing some of the unfulfilled needs of the 1978 evaluation.

B. Legal Backdrop

A subcommittee also identified early in the study that Title II was the portion of the ADA that was key to Lakeland, a local governmental unit. Thus, the Committee turned its attention to delineating what the legal benchmarks were under Title II and to applying them to the College. Broadly speaking, Title II of the ADA outlaws discrimination against disabled persons by governmental entities. More specifically, it proscribes **any policy or practice which prohibits a person with a disability from participating in or otherwise enjoying the benefits of services, programs, or activities provided by the public entity.** (See: ADA Sec. 2010203, 42 U.S.C. Sec. 12131-12133 (West Supp. 1991); 28 C.F.R. Sec. 35.130.) Title II is really the "hybrid" portion of the ADA because it cuts across both employment (treated in the private employer context in Title I) and accessibility (the subject of Title III). Under Title II, all facilities open to the public and all programs and activities conducted by a governmental entity

must be made accessible to persons with disabilities unless to do so would cause a "fundamental alteration" to the program or activity or would constitute an "undue financial burden" to the entity.

While the Committee learned that, as alluded to above, the ADA regulations addressing physical accessibility are cumbersome and somewhat complex, it also tried to keep in mind that, at least for **existing** facilities, the College was required to "operate each service, program, or activity so that the service, program, or activity **when viewed in its entirety**, is readily accessible" (Section 35.150 (a), "Existing Facilities"). The Committee quickly ascertained that, from the comments it was getting from students, the College was indeed perceived as being very accessible, a relatively barrier-free environment.

C. Checklist Approach

At the heart of ADA Title II is the self-evaluation requirement set forth at Section 35.105. In this connection the committee prepared an "audit" of the College's physical facilities so it could be certain of the thoroughness of the review. The list of facilities is attached as APPENDIX B. By breaking down the component parts of the College in this fashion and subsequently applying the ADA regulations[2] to each of the enumerated facilities, the Committee was able to determine the location of each of the problem areas and, whenever possible, set about ameliorating as quickly as possible situations that lent themselves to immediate solution.

For larger areas and/or important service centers or public areas (PAC, Financial Aid, Admissions, Cashier's office, and Human Resources), the committee devised individual self-evaluations which were completed by the respective heads/ Deans of those areas. A brief summary of each such self-evaluation follows.

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[2] By way of background, there are two main sets of accessibility standards used in the United States today: the Uniform Accessibility Standards (UFAS) and the ADA Guidelines. Public entities covered by Title II of the ADA **and** Sec. 504 are admonished to comply with that set of guidelines which offers **greater** accessibility on any particular point. In some areas, the ADA guidelines provide for greater accessibility (e.g., the provisions relating to communications); in other areas, the UFAS provides for greater accessibility (e,.g., there is no elevator exception for facilities that are less than three stories or that have less than 3,000 square feet per story).

1. The Performing Arts Center (APPENDIX C)

The Performing Arts Center's new director and the Access Counselor collaborated to bring the innovation of audio description for the blind to the College; it is noteworthy because of its absence at theater presentations held at other area colleges. This program is coordinated through trained audio-describers (Sight Center of Greater Cleveland), who bring their own cordless equipment to broadcast in their own words details that a blind person cannot otherwise pick up during a performance. It is hoped that as more area residents learn of this service, they will come to the College in increasing numbers to "see" such performances. This can only occur when the PAC makes audio-description a consistent part of every presentation.

The PAC lends itself to accessibility via a few changes. A ramp specially constructed for use for graduation 1992 (APPENDIX D) may be moved over there for use at a later time. The purchase of several assistive listening devices is also recommended.

The college needs to target the PAC area for a drinking fountain with a more accessible operation mechanism (as suggested in self-evaluation response) and for two to three places where wheelchair users could sit during a performance in the theater proper.

2. Admissions (APPENDIX E)

Admissions continues to work with Disabled Student Services to provide flexibility with respect to disabled students' registration, audit/pass/fail options, and extensions for tuition payment. Personnel in that office are quite perceptive about referring "walk in" registrants to Disabled Student Services, as appropriate. Admissions is one area to consider for the addition of a TDD (telecommunications device for the deaf) with optional printer. The recent inception of the Ohio Relay System (1-800-750-0750) should do a great deal toward solving the problems of communication with the deaf, but direct communication is superior in terms of accurate communication.

Members of the learning disability support group at the College are planning to participate in a "College Night" sponsored by the Learning Disability Association of Greater Cleveland in February (under the auspices of Admissions).

3. Financial Aid (APPENDIX F)

The Financial Aid office is exploring ways of

guiding certain disabled students through the maze of complex forms dispersed from this office. Financial Aid, too, may need to share a TDD with Admissions. As more and more deaf students communicate their detailed questions through a TDD, Financial Aid may need to respond directly. A TDD with printer creates a record from which Financial Aid can respond to the student via the mail at a later time after researching an issue. Because disabled students tend to drop courses with frequency, special counseling from Financial Aid is frequently required in order to assess the impact of these actions on a student's continuing Pell Grant eligibility, as well as to assess whether a disabled student should apply for an Ohio Basic Instructional Grant despite part-time status. Financial Aid is very helpful and willing to work with the disabled on a one-on-one basis.

In the future, the college might want to try to develop a special scholarship fund to meet the particular needs of disabled students.

4. Cashier's Office (APPENDIX G)

This was a straightforward and completely satisfactory response requiring no further action on the Committee's part.

5. Human Resources (APPENDIX H)

Employment is a very important area of the ADA; the Committee will continue to make necessary adjustments as the College refines its internal hiring procedures (including sensitizing search committee members) to reflect ADA requirements and to make clear what the concept of "reasonable accommodation" is in operational terms. It is recommended that any costs associated with providing "reasonable accommodations" for disabled employees of the College be funneled through the line-item budget account designated for this purpose rather any individual department budget.

6. Athletic & Fitness Center

The AFC is an accessible facility with even the racquetball courts capable of use by wheelchair users (one of few accessible courts in Greater Cleveland).

One possible area for improvement, as suggested by input from students, is the availability of more "adaptive" physical education. Perhaps a specialist staff person could be employed on a part-time basis in the Nautilus room and in

planning special sports events.

7. Career Services

Special Student Services works frequently with Career Services with regard to putting disabled students on SIGI and Discover (two new interactive computer programs) and with respect to finding student employment. The two offices also collaborated on a seminar on the ADA in Fall 1990. The remodeled Career Services Office was planned with a view to accessibility. Access Unlimited, the disabled students' club, participated in Careers Week through this office. Further, this Committee recommends that certain language attesting to the College's non-discrimination policies should be inserted in pertinent career services material (See VII, F, 5).

8. Student Services

The spacious new Student Resource Center is receiving rave reviews from the disabled. Much thought and attention to details is reflected; for example, locks are placed low on office doors so as to allow the spaces to be completely accessible to wheelchair users; bathrooms are state-of-the art; outer doors are notably easy to push open. The only reported stumbling blocks are: (1) the gate at the entrance to the cafeteria (two disabled students have reported that it catches on the arm rests of their wheelchairs); and (2) the lack of signage proximate to the two major staircases indicating the location of an elevator (for those who cannot take the stairs).

"Access Unlimited" (formerly "Differently-Abled Students Association") is gearing up for being an increased presence on campus in the near future. Chartered in Spring 1992, its members enjoyed their experience of scuba diving in the Mentor Civic Pool in August. Currently, it is focusing more on career issues. The Club's membership is growing (See APPENDIX I). Currently, it is lobbying for its own office space in the new area. A Sign Language Interpreters Club was also recently chartered.

In addition, it is notable that through a leadership position on a regional community college consortium, the College's Vice President for Student Services dispersed the College's ADA experiences (as set forth in the Stage 1 report) to many other institutions requesting such information.

9. Police Department

The Lakeland Community College District Police

Department has been sending officers to cultural diversity training academies where they have learned, among other things, techniques for dealing sensitively yet responsibly with diverse elements of the population, including people with a wide variety of disabilities. The Police Department continues to monitor vigilantly the disabled parking spaces on campus, to study the 911 response system and the need for a TDD to meet the letter of the law, and to work on putting together a safe, effective evacuation plan for the disabled in co-operation with the Kirtland Fire Department and the Committee.

III. THE DISSEMINATION OF INFORMATION: BEYOND PHYSICAL ACCESSIBILITY.

A. Notification of Rights

Regulation 35.106 of Title II of the ADA deals with the subject of notice. This provision requires a public entity to make available to "applicants, participants, beneficiaries, and other interested persons" information regarding the provisions of the ADA and its applicability to the services, programs, or activities of the public entity, in such a manner as the head of the entity finds necessary to apprise disabled persons of the protections against discrimination assured them by the ADA. This can be done through the publication of pamphlets, handbooks, and manuals that are distributed to the public to describe the College's programs and activities or the display of informative posters in "service centers and other public places," or through the broadcasting of the information on television or radio.

A means by which disabled persons can communicate their special needs (such as through sign language interpreters, which the college has long provided to deaf students who communicate by signing) is also required to be in place. The regulations state that the public entity should provide an opportunity for individuals with disabilities to request the auxiliary aids and services of their choice. This expressed choice is to be given primary consideration by the public entity (Reg. Sec. 35.160(b)(2)), and the public entity is to honor that choice unless it can demonstrate that another effective means of communication (such as paper and pencil) exists, or that use of the means chosen would not be required under Sec. 35.164. The Committee noted that the relative weight of the importance of the information being conveyed is to be factored into a decision as to which accommodation should be provided. Thus, a sign language interpreter would not be deemed as necessary at an ancillary, fun-oriented activity such as a college picnic as it would at, say, a "Jobs

Fair." The College regularly provides interpreters for deaf students during counseling and tutoring appointments, and in fact has received positive testimony from the Five-County Secondary Hearing Impairment Program at Mayfield Regional High School to the effect that Lakeland has provided excellent service to its students enrolling here.

In connection with the notice requirement, the College has drafted several documents: a formal Instructional Policy Statement for Full-Time and Part-Time Faculty (Appendix J), which works to allow an accommodation to stay in place during the pendency of any conflict with a faculty member; a new brochure, Special Student Services For Students Living With A Disability; an expanded description of deadlines and documentation required to "prove" a disability in the Schedule of Classes (Appendix K). Left for future development are a policy statement in the Community Education Schedule and an expanded shuttle bus schedule to be published in the quarterly schedule of classes and the student newspaper.

B. Signage and Communications

The subject of signage is a critical component of the ADA. Section 35.163(a) requires a public entity to provide information to individuals with disabilities concerning accessible services, activities, and facilities. Paragraph (b) requires a public entity to provide signage at ALL inaccessible entrances to each of its facilities which directs users to an accessible entrance or to a location with information about accessible facilities (like the information booth in Lakeland's A-building). The international symbol for accessibility is required to be posted at each accessible entrance of a facility. Sec. 35.163(b). The College recently installed one such sign in the Handicap parking lot, adjacent to the electric doors to B and C Buildings.

The Director of Marketing and Communications has been assigned the responsibility for working on a comprehensive plan, and money has been allocated for this purpose. Some signage decisions will await the completion of bringing a few elements of the College into compliance; for example, all inaccessible entrances are required to have signage indicating the location of the nearest accessible entrance, but if electric doors are installed at the juncture of A and B Buildings (off the Handicap Lot), as recommended, the signage would have to be commensurately adjusted. The Committee feels it is important to assign names to the roads around the College so that maps describing the College and its terrain can be constructed. Everything seems to be Clocktower Drive and variants thereon right now; some roads are not named at all. (See VII, C, 4)

Another recommendation on the general subject of communications is that whenever a power door is out of order, that fact should be reported to Tutorial/Access Office as quickly as possible (perhaps on E-mail) so that alternative arrangements for transporting disabled persons can be made as quickly as possible (e.g., may need to provide escort service).

IV. GRIEVANCE PROCEDURE

ADA Title II Sec. 35.107 requires public entities employing 50 or more persons to establish a grievance procedure for the resolution of complaints (although a disabled person does not first have to exhaust such internal procedures before filing a complaint with federal officials). In regard to such an internal grievance procedure, the public entity is also required to designate at least one employee to coordinate its efforts to comply with and carry out its responsibilities under Title II, including performing any needed investigations relative to any complaint alleging noncompliance. Further, the public entity is required to make available "to all interested individuals" the name, office address, and telephone number of the employee or employees so designated. Both these items have been resolved. The Job Description of Gerard Reis, who was appointed ADA Compliance Officer, and the Grievance Procedure (and Model Forms) are attached as APPENDICES L and M.

The Committee wrestled with devising a grievance form that was both straightforward and reflective of the variety of issues that could arise. It was deemed desirable to allow a grievant to bring in a third party of his or her choice for moral support. Informal resolution of grievances is also encouraged; the Committee developed a concern/question form that may elicit budding grievances and allow conditions to be more speedily remedied.

V. PHYSICAL PLANT PRIORITIES

A. Lavatories

Five lavatories in three locations in core buildings and two in the AFC need to be remodeled at a cost of $560 each to comply with applicable standards (see APPENDIX P). The targeted lavatories are located as follows: Centrex (A-1): one for women, one for men; men's room on B-2, D-1 (by PAC): one for women, one for men; AFC: one for men; one for women.

Note: women's lavatory on B-2 has been recently fitted with automatic flushing toilet, automatic dryer, and new sink, enclosed within extra large stall; also, heavy outer door removed.

Sink drain pipes throughout College lavatories will be wrapped to prevent burns to knees of wheelchair users.

B. Parking (APPENDIX R)

Parking was a subject of considerable deliberation on the part of Committee members. Student parking, faculty parking, visitor parking -- all three of these constituencies had to be weighed into any proposed solution to what was perceived as a major problem area. There was no question that the law, both federal and state, requires that parking spaces closest to an entrance to a building be reserved for the disabled through the placement of proper vertical signs and striping. The College is fortunate to have one lot conveniently located in the college "hub" (behind B-Building) devoted almost exclusively to the handicapped.

The Committee recommended the abolition of medical parking permits issued by the College. Cars bearing either the Ohio handicap card or handicap license plate are to be accorded prime parking. However, in view of the 3 to 4 week delay for the State to issue a handicap parking placard or card, the committee recommends that the College honor a xerox copy of the application (signed by a physician certifying that the person meets the definition of "disabled" for these purposes) and allow the Nurse's Office to issue the individual an "ad hoc" Lakeland handicapped card for use until the State designation arrives. Outstanding medical parking permit holders will be notified in a timely manner about the change of policy so that they will have sufficient time to "roll over" into a State permit. It is the Committee's hope that this approach will facilitate enforcement yet allow some flexibility on the part of the Nurse's office for case-by-case determinations of "temporary handicaps."

In addition, policing of the Handicap lot has been increased, and several extra large van spaces have been designated at various locations throughout the campus. The College has also re-designated nine additional handicap parking spaces at locations deemed appropriate (Nursing lot, E-Building, and AFC). Finally, in keeping with the ADA's emphasis on effective communications and in order to encourage ridership of the shuttle to non-handicap lots, the Committee recommends publicizing the augmented shuttle schedule more widely; in this way, even individuals who park in outlying lots can be transported to College buildings with a minimal expenditure of energy on their part. The Police Chief will

supply a copy of the shuttle schedule and points of pick up and delivery for publication in the quarterly schedule of classes. An additional shuttle bus equipped with a wheelchair lift is being ordered to complement the other one the College already owns.

The College is in compliance with federal and state laws as to the number of designated handicap parking spaces. However, in view of increasing enrollment of students living with a disability, the Committee recommends that utilization studies of the Handicap lot be done on an ongoing basis; the College needs to be concerned with enlargement of the Handicap lot in the future if studies indicate that expansion would be warranted.

As ancillary parking issues, the importance of giving priority status to snow removal in the handicapped lot was emphasized; this was done over this winter. Additionally, thought should be given to changing the designations of the parking lot from directional names (e.g., NE Lot) so that users can better comprehend and remember where they have parked. The Committee's plan is to encourage some disabled who drive to use all of the College's lots; a good shuttle system will help, as will better designations of parking lots.

The President has already given line-item funding for ADA and accessibility issues in keeping with the Committee's overarching mission: Take all necessary measures at Lakeland College to remove the physical, attitudinal and employment barriers that prevent people with disabilities from entering the mainstream.

VI. WORK DONE

1. Changed latch on gate at entrance to new bookstore to allow for ease of entry by wheelchair user.

2. Developed a grievance procedure and mechanism for having ADA questions and concerns answered.

3. Wrote job description for Compliance Officer.

4. Built ramp for use at graduation in AFC and in other campus locations.

5. Continued policy of having sign language interpreters at graduation, in classrooms and at appropriate counseling and tutoring sessions.

6. Had automatic door openers installed at ends of Skywalk.

7. Arranged for audio description of theater performances

and publicized this fact.

8. Ordered tapes from AHEAD Conference on Disabilities in Higher Education.

9. Procured policies from University of California, Berkley, and Ohio State for evacuation procedure.

10. Added parking spaces at E-Bldg., Nursing and AFC.

11. Obtained tapes for Asset B Placement test (for learning-disabled and visually-impaired students).

12. Moved class to first floor of T Building to accommodate teacher in wheelchair.

13. Revised brochure regarding services for disabled to reflect ADA (APPENDIX N).

14. Established Access Unlimited (support group and club for disabled) and got support group to Learning Disabilities meeting; also club for signers.

15. Had handrail installed on ramp to Faculty/Visitor parking lot by Clocktower entrance.

16. Ordered an accessible shuttle bus.

17. The Access office arranged for Lakeland to be listed in the 1992 Directory of Disability Support Services in Community Colleges. (APPENDIX O)

VII. COMMITTEE RECOMMENDATIONS

A. **Major Projects** to be Undertaken: **Personnel**

The Committee agreed that the premier recommendation emanating from this study should be the converting of the current part-time Access position to a full-time position of Access Counselor.

B. **Major Projects** to be Undertaken: **Barrier Removal**

1) Install power door at main entrance to T-building. This is in keeping with ADA Reg. Sec. 35.130(d) which directs that modifications be made to main entrances which allow the disabled to interact with the non-disabled to the

fullest extent possible.

$10,000

Should this alteration prove to be unworkable (either from a cost or an engineering point of view), the Committee recommends that the present door at the northeast stairwell of the same building be replaced with a power door. This alteration will further entail some grading of soil, construction of a walk from the handicap parking slots to this revised entrance, and some landscaping to raise the status of the entrance to the level of a co-equal entrance to the main one. The entryway should also be protected against the elements by a canopy. Non-disabled students and employees should be encouraged to use this entrance too.

$_____

2) Install Plexiglas enclosure (shelter) to protect exterior route from power doors (D-Building, 1, to power doors (C-Building, 1, to Bunker).

$10,000

3) Install power doors at both ends (E-Building and A-Building) of Skywalk.

4) Remodel seven (7) lavatories as follows:

2 - Centrex (A-Building, 1)
Male and female stalls

1 - B-Building, 2
Male only

2 - D-Building, 1
Male and female

2 - AFC
Male and female

In each lavatory, one commode will be removed; enclosure panels will then be adjusted to create a larger stall measuring 60" across x 56" deep (APPENDIX P).

$4,500 Total

5) Convert main entrance doors to A-building (opposite Admissions office) to power doors.

$10,000

6) Convert non-accessible door at intersection of A-building and B-building to power door. This would constitute a more dependable entry from the Handicap lot than the existing doors at building B-1, which tend to malfunction with weather changes.

$_____

NOTE #1: Addition of a ramp at ground level of D-building and a power door are not included in these recommendations because they are to be included in drawings for the new Health-Science Building.

NOTE #2: Evacuation of the disabled during emergency remains an area for further study. A committee has been organized and will meet for the first time on May 2, 1993, to research solutions.

C. **Major Project:** Communication - Alarms, Signage and Information

NOTE #1: Space restrictions of this report prevent the writers from presenting the myriad details of signage. Suffice is to say that the project has been assigned and relevant personnel are being informed. A total budget of $65,000 should be allocated for signage and information. This includes, in addition to items listed below, all interior and exterior signs.

1) Purchase telecommunications devices for the deaf (TDD's) as follows:

   1 - TDD, with printer, to be shared by Financial Aid and Admissions offices

   1 - TDD answering machine for Tutorial Services, which takes calls for a number of offices and from currently registered deaf students.

   7 - Emergency (911) TDD's, each to be placed in a designated parking lot. These phones allow deaf persons to reach the Police department during an outdoor emergency. The Police Chief will design an appropriate cover with marking for each box. The 911 requirement is under the legal "Mandate for Direct Access" provision. In other words, the College cannot rely on the newly-instituted "phone relay service" for

taking 911 calls through a third party; notification to the police must be direct from the deaf client.

1 - TDD, with printer, for receiving 911 calls and communicating with those deaf individuals.

2) Provide exterior signage to designate both accessible and inaccessible entrances to each College facility. Signage at inaccessible entrances must direct people to accessible entrances or to a location where information is available as to accessibility. These signs must use the universal symbol of disability.

NOTE #2: Regulation Sec. 35.160 of Title II of the ADA requires a public entity to "take appropriate steps to ensure that communications with applicants, participants, and members of the public with disabilities are as effective as communications with others." A vital first step toward this end is the assignment of a cluster of distinctly different names to the various roads, streets, drives, avenues, and circles situated on the College's campus. At the present time, there are apparently only three such designations: Clocktower Drive, Clocktower Drive North, and Clocktower Drive South, and the respective "reaches" of these three drives is confusing, at best. This "Clocktower" nomenclature extends over the full breadth of the campus; from Route 306 to a loop which cuts through the parking areas adjacent to the Engineering Building on the one side and encompasses the road adjacent to the tennis courts on the other. These two "strands" of Clocktower Drive then apparently come together at a point in front of the Technology Building's east (Lantern) entrance; Clocktower Drive thence proceeds on down past Mooreland and out to Garfield Road, although this road is unmarked.

Totally without a name designation is the road which runs between the entrance to the E-Building parking area, proceeds under the Skywalk, and then ends at the parking area for the Athletic & Fitness Center. The ADA has one very clear dictum in it (analogous to the nub of Section 504 of the Rehabilitation Act): That is, that disabled individuals are to have their needs evaluated on a case-by-case basis. The people who work with students with disability on a daily basis report the nightmare of attempting to direct people with

various cognitive and physical disabilities around the campus with two direction names (North and South) linked up with just one road name (Clocktower Drive). People in modern society are accustomed to a rational system in relation to the naming of streets and roads: for example, all roads running north and south in the city of Cleveland are numbered, and all roads running east and west are named. While Lakeland's campus cannot be compared to a major urban center, nevertheless, for purposes of the law, it is a "mini-city", and it is difficult to see why, pursuant to its local police powers, 1) all roads do not have a name and 2) an underlying logical schematic design is not more readily apparent. The need for constructs and a rational system which can be described to people definitely exists.

This probably is an issue which students, visitors, employees, and prospective employees alike would like to see resolved. Portable thermomaps of the Lakeland campus need to be prepared in cooperation with the Cleveland Sight Center for visually - impaired visitors, and a rational system of roadway designation, with no gaps, is crucial to this effort, according to the Center's mobility trainer.

3) Provide signs: to accessible lavatories (universal symbol); to location of TDD's (international TDD symbol); etc.

4) Publish informational brochures which direct visitors and students to accessible features of the College.

5) Install "call button" for use by Laketran drivers to "call" students from waiting ares in C-building to waiting buses in Handicap lot.

6) "Bump out" call buttons on elevators.

7) Purchase 4 portable assistive listening devices; 2 to be assigned to P.A.C. and 2 to Access office to be assigned as needed in the 4 remaining public areas or for in-class students use (APPENDIX Q).

8) Install visual emergency alarms for the deaf in all buildings except T-building.

D. **Other Projects** for Consideration: Barrier Removal

1) "Fine tune" all handicap lavatories:

a) Wrap drain pipes on handicap sinks to protect wheelchair users from danger of leg burns.

b) Ease soap dispensers so that soap flows easily.

c) Ease towel dispensers by reducing "packing" density, or provide blower-type dryers for hand-impaired users.

d) Provide free-rolling toilet tissue dispensers (vs. those which allow only two sheets and then roll back) for hand-impaired users.

2) Conduct a utilization study of the Handicap lot to determine if additional handicap enrollment needs are being met.

$_____

3) Interchange sinks in ladies' lavatory in T-Building, first floor, so that handicap sink is <u>not</u> opposite handicap stall. This mechanical change will correct the turn space for entering the stall to the required 60".

$_____

4) Remove 2 seats (one in front, one in back) to make space for 2 wheelchairs in P.A.C. Also, replace drinking fountain handle with longer or push handle in same building.

$_____

E. Recommended **Procedures**

1) Establish a line-item in the budget for funding employment-related "reasonable accommodations." This line should allow the purchase of capital equipment (computer peripherals, special furniture or devices, etc.). Without the creation of a special line-item in the budget for implementation/purchase of certain

"reasonable accommodations" related to employment, a budget manager's objectivity is at risk; concluding that a requested accommodation is "reasonable" and should be effectuated might be more difficult for him/her were he to have to reach into the closely-allocated funds of his **own** cost center to so do. This way he can look to monies outside the cost center which he is charged with administering.

2) Control of all external traffic relating to handicapped individuals (signs, parking, traffic control devices, striping, gates, shuttle phones, 911 boxes, etc.) should be the responsibility of the Lakeland Police department, and budget should be designated for implementation. (This is consistent with Board Resolution 34-78.) The Compliance Officer should coordinate these endeavors with the Physical Plant department.

3) A percentage (maybe 5%) of the handicap fund should be earmarked annually for the hiring of consultants (1) to review plans and drawings for structural changes, (2) to hire outside contractors to make minor modifications (change sinks), (3) to provide temporary personnel (parking utilization study), (4) to advise Human Resources on issues of reasonable accommodation or ergonomics. The Compliance Officer will disburse these funds as appropriate.

4) The Director of Human Resources will continue to work with the Committee on establishing administrative procedures which seek to strike a balance between employees' rights and those of the College in resolving the issues of reasonable accommodation and undue burden.

F. Recommended **Practices**

1) The Compliance Officer shall adopt and publish grievance procedures providing for prompt and equitable resolution of a complaint alleging any action prohibited by Title II of the ADA (APPENDIX M). Published materials shall include the name, office address and phone number of the Compliance Officer.

2) The Compliance Officer shall maintain the

records of the ADA Self-Evaluation for five (5) years ending January 26, 1998, or a period of time consistent with requirements of applicable law.

3) The Compliance Officer shall ensure that the following statement appears in all College publications:

Lakeland Community College admits students of any race, religion, age, sex, color, disability, sexual orientation, and national or ethnic origin to all the rights and privileges, programs, and activities generally accorded or made available to students at the College. It does not discriminate on the basis of race, religion, age, sex, color, handicap, sexual orientation, or national or ethnic origin in administering its educational policies, admission policies, employment, promotion and compensation policies, scholarship and loan programs, and athletic and other College-administered programs.

4) The Office of Human Resources should publish interviewing guidelines which conform to ADA requirements.

5) The Career Services office shall print the following statement on its materials to prospective employers:

The Careers Services Office of Lakeland Community College will extend its facilities and placement services only to those employers whose practices are consistent with a policy of non-discrimination on the basis of race, religion, age, sex, color, handicap, or national or ethnic origin.

6) The College should include in its special events announcements (including announcements from Continuing Education and the Center for Business and Industry) the following statement:

Persons with disabilities needing special arrangements to attend this program are asked to contact the Continuing Education Department (the Center for Business and Industry) at (phone number) (TDD number) at least one week prior to the program.

Further, the Performing Arts Center should regularly publicize the availability of audio describers for the blind.

7) Examine all interior doors to establish a maximum pressure of 5#.

8) Clear snow consistently and regularly in the quadrangle route from A-Building to C-Building (Bunker).

9) Give special attention to clearance of snow and ice in all handicap parking areas.

10) Whenever a power door is out of order, that fact should be reported to either Tutorial Services or the Access Office as quickly as possible (perhaps on E-Mail) so that alternative arrangements can be made for transporting disabled student from building to building.

G. Necessity of Long-Term Planning and Coordination

In the future, it may prove desirable to purchase a state-of-the-art piece of equipment that utilizes rapidly-expanding rehabilitation technology, such as computers one can "talk" to to input material that then comes out typed, as well as an upgraded software program that enlarges printed material for those with severe visual impairments.

Second, measures should be taken to ensure that all blueprints for new projects constructed at the College are reviewed by someone with expertise on the subject of ADA standards.

The Committee is also aware of the need to be sensitive about and alert to changing demographics; to this end, it has "plugged into" The Research and Development Office's information/circulation loop and plans to keep abreast of publications like the recent "College Freshmen With Disabilities: A Statistical Profile" (published by Health Resource Center and American Council on Education). This connection will allow the College to respond to expected future trends in an intelligent fashion. The College's recently released five-year strategic plan (1992-1997) has also singled out the disabled population as a sector pinpointed for inclusion in long-term planning. All barriers to accessibility should be eliminated through such an incremental, long-term planning approach.

Academic policies with regard to disabled students is one area that the Committee did not focus on, except as those policies affect ADA issues tangentially. Academic policies, however, have been in place for some time as part of the College's response to Sec. 504 (Rehabilitation Act of 1973). These policies with their attendant practices, procedures, personnel, equipment, and services have been enunciated by and implemented through the combined services of Tutorial Services (Learning Support Center) and the Access office under the rubric of Special Student Services. Most significantly, budgets have been in place for these special services (APPENDIX J, APPENDIX N).

For the long term the Committee recommends that an ongoing Sec. 504 review be conducted by a committee consisting of faculty, the Vice-President for Academic Affairs, the Access Counselor, and the Director of the Learning Support Center. In addition, this 504 Committee should develop a grievance procedure for academic issues as they pertain to students and faculty alike.

VIII. CONCLUSION

Passage of the ADA has served as an opportunity for the College to examine proactively its physical campus for barriers to accessibility for the disabled and to study the subject of information accessibility as well. One thing is certain: the disabled individuals that are being attracted to the College in swelling numbers will more closely achieve self-actualized lives through the elimination, as much as reasonably possible, of physical and intangible barriers that work to close them off from equal opportunity. As more and more disabled individuals participate in a wide variety of College offerings, the College community and the larger Lake County community it serves will be revitalized and enhanced, creating a win-win situation on all sides.

In this connection, Lakeland looks forward to ongoing implementation of both the spirit and the letter of the law when it comes to the ADA. How is Lakeland Community College measuring up at the present time? By all indications, very well.

Sources Consulted

The Handicapped Requirements Handbook, Vols. 1 and 2. (Thompson Publishing Co.: 1992, with Supp.)

Legal Rights of Persons With Disabilities: An Analysis of Federal Law (Tucker & Goldstein, Authors)

U. S. Government Printing Office, The ADA Handbook (1991)

U. S. Government Printing Office, The ADA Technical Assistance Manual : 1991

Jarrow, J., Title by Title: The ADA's Impact on Post-Secondary Education (Association on Higher Education & Disability: 1992)

National Disability Law Reporter: LDI Publications, Monthly

Tapes of "Sailing Into the ADA" 1992 Conference of The Association on Higher Education & Disability.

Miscellaneous law review articles and court cases.

4/93

APPENDICES

A THRU R

Lakeland Community College

APPENDIX A

MEMORANDUM

President's Office

TO: J. Doerr, G. Dellova, M. Hendricks, M. Lee, E. Mastrangelo, J. McBride

FROM: Ralph R. Doty

SUBJ: Ad Hoc Committee on Americans With Disabilities Act, Title III

DATE: February 18, 1992

As many of you are aware, the new Americans With Disabilities Act went into effect on January 26, 1992. In order to ensure that Lakeland is in compliance with Title III of this Act, I am establishing an ad hoc committee to examine the law and give me a report as to Lakeland's compliance.

I have asked Gerry Reis, Vice President of Student Services, to serve as the Chair. He will be contacting you within the next few days to set up a series of meetings to take a look at the Lakeland situation regarding this new legislation. I am requesting that this committee look at areas where the College might be deficient and make general recommendations as to how the College could move to improve these areas. I am requesting that your recommendations be broad based to give me a sense of our needs related to this new act and some sense of the cost of making these improvements. Please provide me with your recommendations by April 30, 1992. Thank you for your cooperation in this matter.

I would like to thank you in advance for your willingness to serve on this committee.

cc: Gerry Reis, Chair
Lakeland Board of Trustees
President's Cabinet

/kas

1002 5/90

APPENDIX A-2

Lakeland Community College

MEMORANDUM

TO: ADA COMMITTEE

FROM: Don Pressly, Ex Officio Student Member

DATE: March 31, 1993

I have reviewed my copy of the ADA report, and over-all I find it to be quite excellent.

Development of a workable evacuation policy has always been a prime concern of mine. To this end, I recently called Bill Crowley of the Kirtland Fire Department, and was heartened to learn that he has been in discussions with the College on the subject of evacuation of the disabled. I told him of my concern that the lead batteries that power certain wheelchairs may explode during fire conditions, so it may be advisable to leave these wheelchairs behind.

Seccnd, in T Building, 3rd floor, the door handles used in "secured " classrooms have a short closure time and are round and very difficult for even myself to open on occasion (depending on state of my multiple sclerosis). In case of fire, if I were working in that lab alone, I might be stuck. Changing over to lever handles and/or lengthening the closing period would be something I'd like to see done (query as to chem labs on 3rd floor of "A" as well).

Third, I eagerly await automatic doors to the Lantern, and have reported to Martha my confusion as to the signs as to handicapped parking in the adjoining lots.

I look forward to an ongoing role with this committee.

Don Pressly

DP/plc

1000 5/90

ADA SELF-EVALUATION
LAKELAND COMMUNITY COLLEGE

LIST OF FACILITIES

(NOTE: The definition of "facility" under the ADA includes all or any portion of buildings, structures, equipment, roads, walks, parking lots or other real or personal property or interest in such property, owned, operated or leased.)

A. List all facilities owned by the College (or portions of facilities):

"A" BUILDING

BASEMENT:

1. Police Department

FIRST FLOOR:

1. Admissions and Records (Room 1010)
2. Bookstore
3. Cafeteria (soon to be new; ignore for now)
4. Career Services Center
5. Cashier
6. Child Care Center (temp. location)
7. Community Education
8. Counseling
9. Financial Aid
10. Health and Wellness Center
11. Information Booth
12. Cashier

SECOND FLOOR:

1. Auditorium (A-2020)
2. Skywalk to Engineering Building
   (Electric openers for disabled installed

3. Faculty Staff Dining Room

4. Classrooms
   --OK except for A-2020

5. Student area

THIRD FLOOR:

1. Dental Hygiene Lab (A-3026)

2. Greenhouse

3. Medical Laboratory Technology Lab (A-3026)

4. Observatory

5. Respiratory Therapy Technology Lab (A-3002)

6. Science Labs (A-3022-24)

"B" BUILDING

BASEMENT

FIRST FLOOR:

1. Academic Dean's Office

2. Women's Program Office

3. Community Education Offices

4. Instructional Administration and Division Deans (B-1054-60)

SECOND FLOOR:

1. Faculty Offices (B-2026-44)

2. Lounges and Restrooms

3. Conference Room off Dr. Doerr's Office

THIRD FLOOR:

1. Faculty Offices (B-3033-50)

"C" BUILDING

BASEMENT:
1. Mailroom
2. Graphics
3. Maintenance, Buildings & Grounds

FIRST FLOOR:
1. Bunker - C-1075
2. Lakelander Office
3. Childcare Area
4. Computer Room for Students
5. LCC Computer Center

SECOND FLOOR:
1. Personnel
2. Nursing Department
3. Classrooms
4. Tutorial
5. Part-time Faculty Office

THIRD FLOOR:
1. Library
2. Audio-Visual Center
3. Classrooms

FOURTH FLOOR:
1. Art Studios

"D" BUILDING

BASEMENT:

1. Photography Lab

FIRST FLOOR:

1. Nursing Auditorium
2. Music Assembly Area

SECOND FLOOR:

1. Board Room
2. Balcony to PAC
3. President's Office (including Conference Room

"E" BUILDING

BASEMENT

FIRST FLOOR

1. 1002 - Electronics Lab
2. 1003 - Micro processor Lab
3. 1004 - Electronics Lab
4. 1005 - Electronics Lab
5. 1006 - Electronics Lab
6. 1007 - Rotating Mechanics Lab
7. 1011 - Manufacturing Support Lab
8. 1012 - Computer Integrated Manufacturing Lab

SECOND FLOOR

1. 2020 - Transformer Room
2. 2021 - Engineering Design Lab
3. 2022 - Offices
4. 2023 - Computer Language Lab
5. 2024 - Computer Aided Drafting & Design
6. 2025 - Electronic Drawing Lab
7. 2026 - Architectural Drafting Lab
8. 2026a - Mechanical Area
9. 2027 - Instrumentation Lab
10. 2028

'T' BUILDING

FIRST FLOOR:

1. LOBBY
2. 104 - Elevator Equipment
3. 107 - Electrical Equipment
4. 110 -- 119; 121; 127 - Faculty Offices
5. 123 - Dean's Offices
6. 125 - Conference Room
7. 126 - Reception Area
8. 128 - Projection Room
9. 129 - Auditorium
10. 130 - Coat Room

11. 132 - Classroom
12. 133 - Classroom
13. 134 - Mechanical Equipment
14. 136 - Conference Room
15. 137 - Classroom
16. 138 - Classroom
17. 143 - Classroom
18. 144 - Classroom
19. Eating Area

SECOND FLOOR:

1. 208 -- 212, 215, 218 -- 220 - Classrooms
2. 217 - Mechanical Equipment
3. Study Area

PERFORMING ARTS CENTER AND GALLERY ADA SELF-EVALUATION

1. At the ticket counter, is a portion of the main counter a minimum of 36 inches in length and with a maximum height of 36 inches?

Yes_____ No ✓

If "no", can space at the side of the ticket booth be used for passing tickets and money back and forth?

Yes ✓ No_____

2. Is there special seating for wheelchairs?

Yes_____ No ✓

If you answered Question No. 2 "No", because wheelchair seats are higher than standard assembly seating, note that sight lines of spectators sitting behind persons in wheelchairs should be calculated carefully, and that readily removable seats may be installed in wheelchair spaces when the spaces are not required to accommodate wheelchair users.

3. Further, if you answered question No. 2 "yes", then do the designated wheelchair spaces each meet the following specifications:

for forward or rear access: 33" wide minimum clear floor space; 48 inch deep minimum clear floor space;

Yes_____ No_____

for side access: 33" wide minimum clear floor space, 60" deep minimum clear floor space

Yes_____ No_____

4. If there are special wheelchair places, is the floor level at the wheelchair sites?

Yes_____ No_____

5. Will two wheelchair-users coming together to a performance be able to sit together?

Yes_____ No_____

6. Are ushers or others who will likely deal with these people informed of the designated wheelchair locations?

Yes____ No____

7. Is a choice of locations offered?

Yes____ No____

8. Are performances audio-described for the blind?

Yes ✓ No____

If yes, is publicity of this fact disseminated to the community?

Yes ✓ No____

If yes, how? News releases

9. With regard to your plan for handling a deaf patron wanting to see a performance, how do you forsee he or she will "call in" for tickets?

Can we for mailing

10. What if he or she asked that the performance be signed?

We will do it.

11. Are all floor surfaces non-slip or slip-resistant?

Yes____ No ✓

12. Is the stage accessible from the audience?

Yes____ No ✓

13. Are there any pavement thresholds in excess of 1/2 inches high in a path of travel?

Yes____ No ✓

14. Is there a "drop off zone" at the building's entrance (Clocktower)?

Yes ✓ No ____

If yes, is the pavement threshold 1/2 inch or less?

Yes ✓ No ____

15. For those disabled members of the public driving themselves, are public walks at least 48 inches wide and with a gradient not greater than 5 percent?

Yes ✓ No ✓ through rear PAC
(Handicap Lot from bldg.

16. Are walks without interruptions (i.e., no steps or abrupt changes of level)?

Yes ____ No ✓

17. Are there any grates on the path of travel to the PAC and Gallery which have openings in excess of 1/2 inch?

Yes ____ No ✓

18. Is at least one primary entrance to the PAC and Gallery usable by individuals in wheelchairs?

Yes ✓ No ____

19. Is every accessible entrance to the PAC and the Gallery identified by means of the international symbol of disability?

Yes ____ No ✓

20. Are exterior entrance doorways at least 32 inches wide?

Yes ✓ No ____

21. Are exterior doors easy to open (less than 8 pounds of pressure necessary) if there are not automatic doors ?

Yes ✓ No ____

22. Inside the PAC and Gallery areas (including off-stage areas and dressing rooms) is the path of travel free of obstructions and wide enough for a wheelchair (36" minimum, except at doors, where it can be 32 inches, with the door open 90 degrees measured between the face of the door and the stop)?

Yes ✓ No____

23. Are doors easy to open (5 pounds or less of pressure)?

Yes____ No ✓

24. Is the speed of door closures at least 3 seconds?

Yes____ No ✓

25. Do potential obstacles (phones, water fountains) protrude no more than four inches into the path of travel?

Yes ✓ No____

26. Are any public telephones in the vicinity of the PAC and Gallery equipped for those with hearing disabilities, appropriately identified, with instructions for use close at hand?

Yes____ No ✓

27. For use by a wheelchair-users, a public telephone must have a dial height of 48 inches or less from the floor. Is there one such phone per bank?

Yes____ No ✓ Need to drop phone 6"

28. Is there a clear space in front of the public phones of at least 30 x 40 inches to allow forward or parallel approach?

Yes ✓ No____

29. If telephone books are provided, are they 48 inches or less from the floor?

Yes ✓ No ____

30. Is there an appropriate fire evacuation plan from the Gallery and PAC in place for the the physically disabled?

Yes ____ No ____ ? 6 No better signage Needed.

31. Is there an audible fire warning signal for the PAC and the Gallery accompanied by simultaneous visual signals for the benefit of those who cannot hear?

Yes ____ No ✓

32. Are raised letters or numbers used to identify the PAC, and other signficiant interior elements of the Gallery and PAC?

Yes ____ No ✓

33. Is there one drinking fountain servicing the PAC and Gallery with a basins 36" or less from the floor and hand-operated?

Yes ____ No ✓ Need long handle

34. Has the Gallery ever displayed the works of any handicapped people?

Yes ✓ No ____

(see attached)

Signature of Person Completing the Self-Evaluation:

Printed Name: C. AVFDERHEIDE Larry Howell

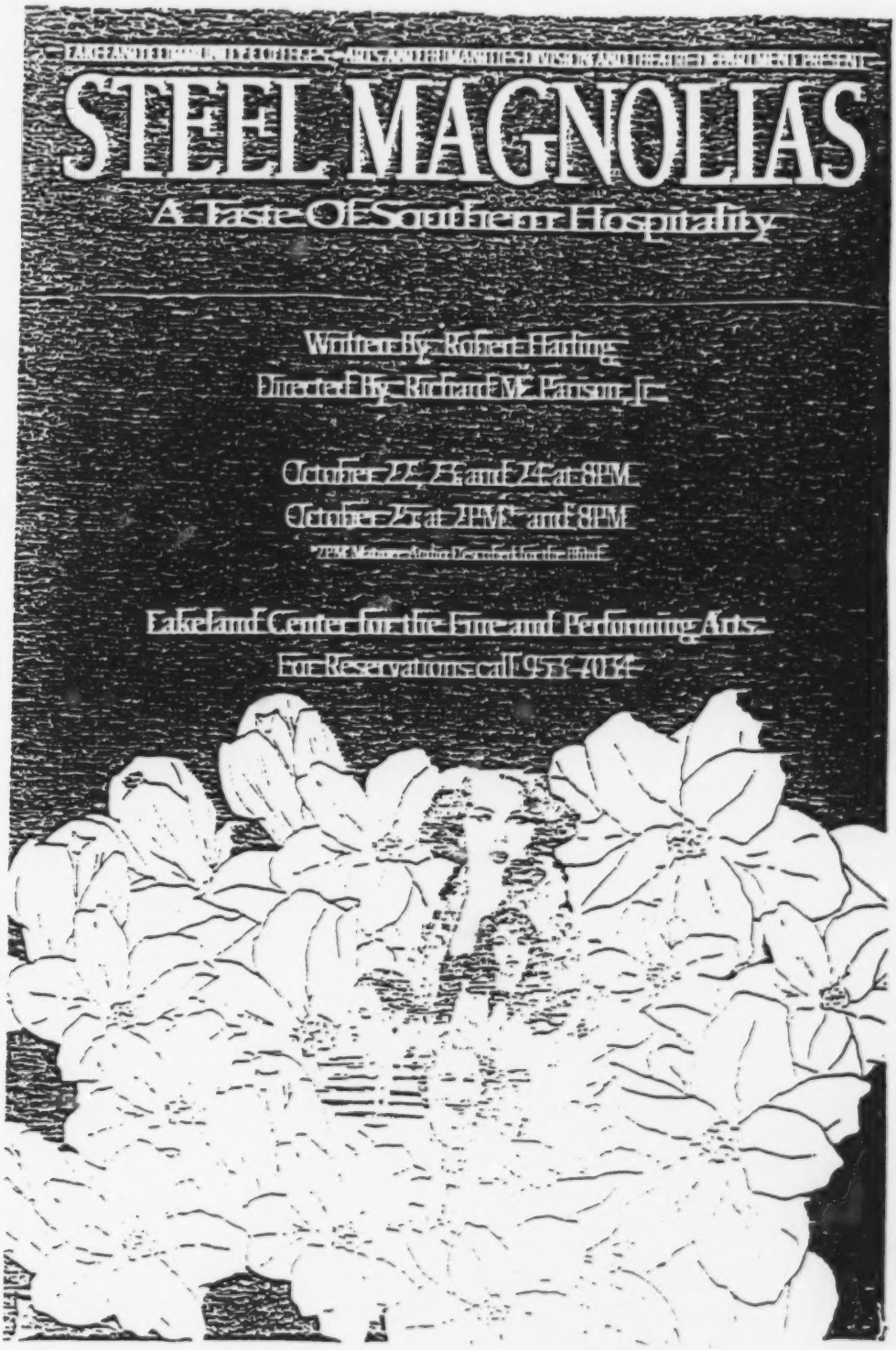
Date Completed: 11/16/92

5

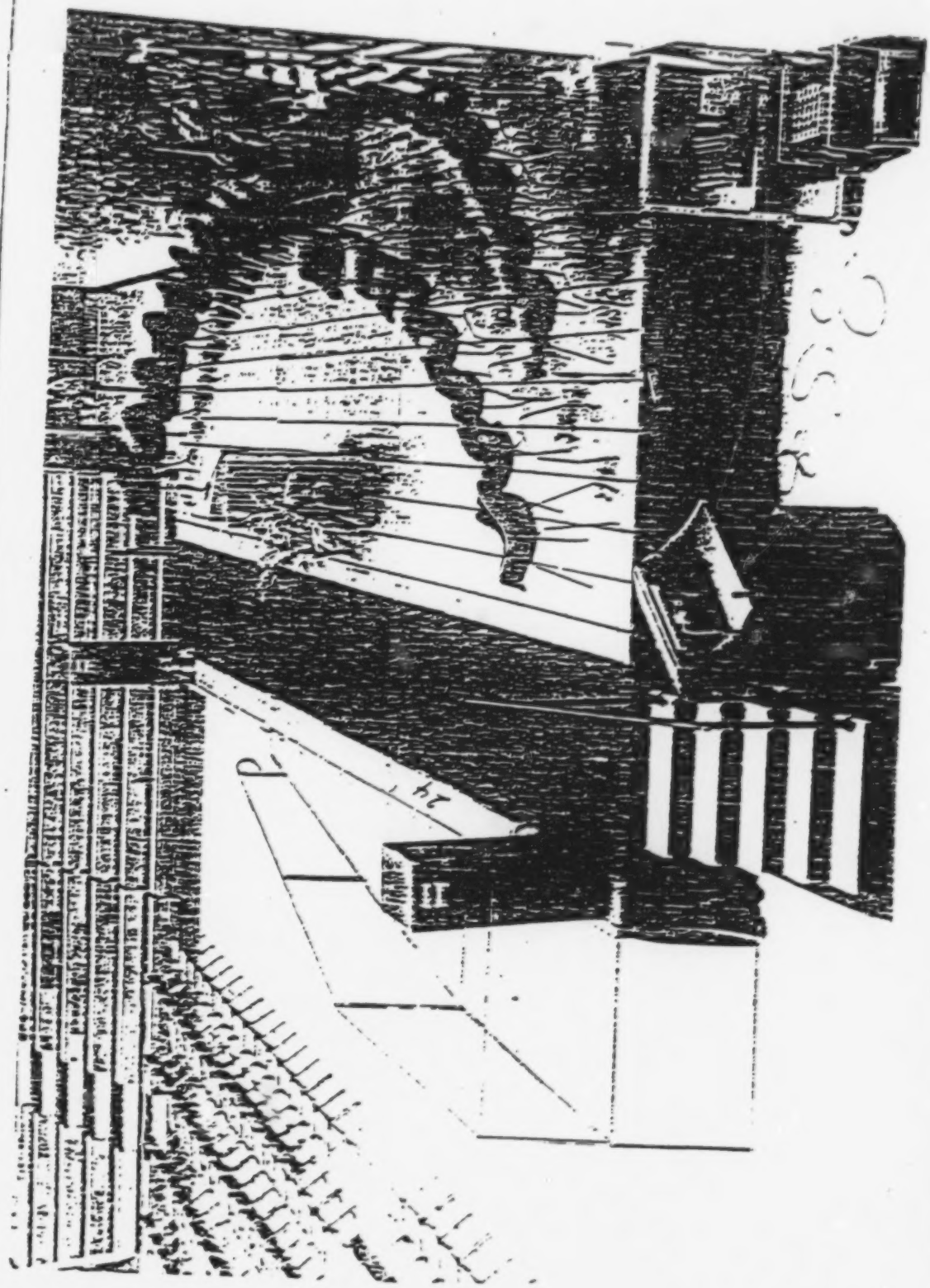
.INE · NOVEMBER 1992

reeting cards for the
one of six local artists who have designed holiday greeting cards for the Frozen Galaxy, was select-
ight Center this year. Her contemporary design, "Frozeers," Born with Down's
el of art professionals, consumers and agency volunte outh Enrichment Services.
Fox, 42, began painting after a 25-year career with Yoby School of Fine Arts.
ood Training Center. She has exhibited at Willoughb
d Community College.

BEST COPY AVAILABLE


STEEL MAGNOLIAS
A Taste Of Southern Hospitality
Written By Robert Harling
Directed By Richard M. Hanson, Jr.
October 22, 23 and 24 at 8PM
October 25 at 2PM* and 8PM
*2PM Matinee Audio Described for the Blind
Lakeland Center for the Fine and Performing Arts
For Reservations call 953-4034

BEST COPY AVAILABLE



LCC Commencement

BEST COPY AVAILABLE

ADA SELF-EVALUATION
LAKELAND COMMUNITY COLLEGE
ADMISSIONS

1. Describe steps that are taken to make certain that all applicants, including those with sight or hearing impairments, are notified of Lakeland's policies and practices regarding nondiscrimination in admissions and recruitment. Include steps that will be taken to ensure that all catalogs, handbooks, forms, and communications used in admissions and recruitment accurately reflect the policies and practices of nondiscrmination based on handicap, include Lakeland Community College's statement of nondiscrimination, and are available to and usable by all prospective students, including those with sight and hearing impairments.

(Please use blank page attached at end for response)

2. With respect to the counters in Admissions and the Registration Room, is a portion of each counter a minimum of 36 inches in length and with a maximum height of 36 inches?

Yes_____ No X

If "no", can space at the side of the counter be used to pass documents back and forth and can personnel come out from behind the counters in order to work with a person in a wheelchair?

Yes X No_____

3. Is there an automatic door at the main entrance to Admissions?

Yes X No_____

4. How does the College first inform a declared disabled student of the link-up with Special Student Services For the Disabled?

Through college publications and through individual contacts

5. Are all the floor surfaces in Admissions non-slip or slip-resistant?

Yes

6. Inside the Admissions area (including registration room and office areas behind counter), is the path of travel free of obstructions and wide enough for a wheelchair (36" minimum, except at doors, where it can be 32 inches, with the door open 90 degrees measured between the face of the door and the stop)?

Yes X No_____

7. Are interior doors easy to open (5 pounds or less of pressure)?

Yes X No_____

8. Is the speed of door closures at least 3 seconds?

Yes X No_____

9. Do potential obstacles (planters, suspended bookshelves, etc.) protrude no more than four inches into the path of travel?

Yes _____ No X

10. Does Admissions have access to a TDD (telecommunications device for the deaf)?

Yes X No_____

11. Are raised letters or numbers used to identify the Admissions Office?

Yes _____ No X

12. Have you taken any steps for assisting persons with sight impairments or mental retardation for completing Admissions forms?

Yes_____ No X

If "yes", please describe those steps_____

_____

13. Is there a history of special policies with regard to according disabled students flexibility in connection with the pass/fail option or with course substitution and/or waiver of specific degree requirements?

Yes X No_____

If so, briefly describe that history Each case is handled individually

ADDITIONAL COMMENTS

Completed by: Bill Kraus

Date returned to ADA Committee, Room C-2050

RECEIVED
NOV 17 1992
ED

Date Received by ADA Committee

NOV 17 1992

Space for Answer To Question Number 1:

If there is ~~approved~~ language regarding non-discrimination and I am given the opportunity to make revisions to college publications/materials then the information will be more available to the prospective student.

ADA SELF-EVALUATION
LAKELAND COMMUNITY COLLEGE
FINANCIAL AID OFFICE

1. At the main counter in Financial Aid, is a portion of the main counter a minimum of 36 inches in length and with a maximum height of 36 inches?

Yes_____ No X

If "no", can space at the side of the counter be used to pass documents back and forth?

Yes X No_____

2. Are all floor surfaces non-slip or slip-resistant?

Yes X No_____

3. Is there an automatic door at the main entrance?

Yes X No_____

4. Inside the Financial Aid area (including office areas behind counter) is the path of travel free of obstructions and wide enough for a wheelchair (36" minimum, except at doors, where it can be 32 inches, with the door open 90 degrees measured between the face of the door and the stop)?

Yes X No_____

5. Are interior doors easy to open (5 pounds or less of pressure)?

Yes X No_____

6. Is the speed of door closures at least 3 seconds?

Yes X No_____

7. Do potential obstacles (planters, suspended bookshelves) protrude no more than four inches into the path of travel?

Yes X No____

8. Do you have access to a TDD (telecommunications device for the deaf?)

Yes____ No X

9. Are raised letters or numbers used to identify the Financial Aid Office?

Yes____ No X

WE DON'T THIS FORM

10. Have you developed a simplified explanation of the GAPFAS form and other financial aid forms handed out in your office to all financial aid applicants which explanation(s) a mentally handicapped or reading disabled student could follow when attempting to complete these forms?

Yes____ No X

If "yes", please attach copies of the simplified explanations.

11. Have you taken any steps for assisting persons with sight impairments in completing financial aid forms?

Yes X No____

If yes, please describe STUDENT WAS SENT TO MARTHA LEE.

ADDITIONAL COMMENTS We DO NOT COMPLETE FORMS FOR STUDENTS. We Will PROVIDE CLARIFICATION IF INSTRUCTIONS, BUT WE PREFER A STUDENT TO HAVE SOMEONE NOT EMPLOYED BY THIS OFFICE TO ACTUALLY WRITE ON THEIR FORMS.

Completed by:

CLAUDETTE WHITNER

Date returned to ADA Committee, Room C-2050

RECEIVED

NOV 13, 1992

Date Received by ADA Committee

MCL/hs

ADA SELF-EVALUATION
LAKELAND COMMUNITY COLLEGE
CASHIER'S OFFICE

1. At the main counter in the Cashier's Office is a portion of the main counter a minimum of 36 inches in length and with a maximum height of 36 inches?

   Yes _____ No ✓

   If "No," can space at the side of the counter be used to pass documents back and forth? yes

2. Are all floor surfaces non-slip or slip-resistant?

   Yes _____ No ✓

ADDITIONAL COMMENTS —

COMPLETED BY:

Julie M. Moore - Cashier

DATE RETURNED TO ADA COMMITTEE, ROOM C-2050

11-92

DATE RECEIVED BY ADA COMMITTEE

11-92

ML/plc
11/92

(Prepared by EBM and ML)

SELF-EVALUATION GUIDELINES FOR EMPLOYMENT SECTOR

1. Has the College reviewed its employment policies (recruiting, hiring, upgrading, promotion, award of tenure, demotion, discipline, transfer, layoff, termination, right of return from layoff, and rehiring) to be sure that it and its employees are giving nondiscriminatory treatment to applicants and employees (including student employees) with disabilities?

Yes ✓ No____ Action/Due Date:_____

2. Has the College reviewed its employment practices to make sure that it is not using standards, criteria, or methods of administration that have the effect of discrimination on the basis of disability or that perpetuate the discrimination of others who are subject to common administrative control?

Yes ✓ No____ Action/Due Date:_____

3. Has the College determined the process it will use to decide at which point "reasonable accommodation" causes an "undue hardship" in relation to any specific proposed job accommodation?

Yes____ No ✓ Action/Due Date:_____

Note: According to the ADA itself, the phrase "reasonable accommodation" may include the following:

1. making existing facilities used by employees readily accessible to and usable by individuals with disabilities; and

2. job restructuring, part-time or modified work schedules, reassignment to a vacant position, acquisition or modification of equipment or devices, appropriate adjustment or modification of examinations, training materials or policies, the provision of qualified readers or interpreters, and other similar accommodations for individuals with disabilities. (Source: 42 U.S.C. Sec.

12111(9)).

EEOC Regulations implementing the Act further provide that the term "reasonable accommodation" means:

1. any modification or adjustment to a job application process that enables a qualified individual with a disability to be considered for the position such qualified person desires; or

2. any modification or adjustment to the work environment, or

3. any modification or adjustment that enables a covered entity's employee with a disability to enjoy the same benefits and privileges of employment as are enjoyed by its other similarly situated employees without disability. (Source: 29 C.F.R. Sec. 1630.2(o))

The College may have to take the initiative with respect to delineating just what accommodations are needed by any particular person; the Regulations state as follows on this subject: "to determine the appropriate reasonable accommodation, it may be necessary for the covered entity to initiate an informal, interactive process with the qualified individual with a disability in need of the accommodation. This process should identify the precise limitations resulting from the disability and reasonable accommodations that could overcome those limitations." (Source: Id. at subparagraph (3)). However, it is only known disabilities that the College has to accommodate.

Once such a request for accommodation to assist in the performance of a job has been made, however, according to the interpretive guidelines, the employer is to go into a "problem solving" mode and move through the following four (4) steps in the process of arriving at the "reasonable accommodation" that is eventually implemented: (1) analyze the particular job involved and determine its purpose and essential functions (determine job's "true purpose" or "object" of job); (2) consult with the individual with a disability to ascertain the precise job-related limitations imposed by the disability and how those limitations could be overcome were a reasonable accommodation made; (3) in consultation with the disabled employee, identify potential accommodations and assess the effectiveness each would have in enabling the person to perform the essential functions of his or her job; (4) after considering the preference of the individual to be accommodated, select and implement the accommodation that is most appropriate for the employee and the employer (employee's choice is not necessarily the one).

4. Do we have a procedure to document decisions not to hire or promote because of "undue hardship"?

Note: "undue hardship" can be raised as a defense to providing a particular accommodation, but it is not recommended that the College do so until it has explored or attempted less costly alternatives, perhaps by bringing in vocational rehabilitation specialists.

Yes____ No✓___ Action/Due Date:_____
Has never come up, but will consult people with expertise when situation arises.

5. Has the College added another level of review (beyond the direct supervisor of a disabled employee) when the issue of disciplining a disabled employee arises (This would be recommended for the protection of the College because of the complexity of such issues and the potential liability involved)? Is the College aware it cannot "retaliate" against an employee who has filed a grievance?

Yes ✓ No ____ Action/Due Date: _____

6. Has the College reviewed the requirements of its jobs (job descriptions, employment tests or other selection criteria) to be sure that no criteria are included that would discriminate against an individual with a disability unless such criteria are job-related and consistent with business necessity?

Yes✓ No____ Action/Due Date:_____

Note: sometimes it may become necessary to identify the "essential functions" of a particular job in order to know whether an individual with a disability is "qualified" for the job. In the Technical Assistance Handbook it is recommended that a job analysis to identify essential job functions under the ADA focus on the purpose of the job and the importance of actual job functions in achieving this purpose. Evaluating importance may include consideration of the frequency with which a function is performed, the amount of time spent on the function, and the consequences if the function is not performed. The job analysis may contain information on the manner in which a job currently is performed, but should not conclude that ability to perform the job in that particular manner is an essential function unless there is simply no other way to perform the function without causing an "undue hardship." For example, if a job requires the mastery of information contained in technical manuals, this essential function would be "ability to learn technical material", rather than "ability to read technical manuals." By shifting the focus to outcome and results (and away from methodology), people with visual impairments or certain forms of learning

n using other means, such
disability could perform this function
as audiotapes.
: require an employer to
Note also that the ADA does not ion. As the Compliance
lower standards or rates of product quires its typist to be
Handbook explains, if an employer re minute, the employer is
able to accurately type 75 words per speed and accuracy are
not required to show that such uracy or speed would not
"essential" to a job or that less acc a hotel requires its
be adequate. In a like vein, if day, it does not have to
housekeepers to clean 16 rooms per d However, in each case,
justify this standard as "essential". ualified by the standard
if a person with a disability is disq prepared to show that it
in question, the employer "should be form at this level" so as
does in fact require employees to perf ts are not merely "paper
to make it clear that the requirement criminatory reason. In
requirements" established for a dis lated or consistent with
this sense the requirements are job-re employer's judgment).
business necessity (at least in the e

testing and interviewing
7. Are hiring procedures (applying, accessible locations and
for a job) carried out in wheelchair a a reader/Braille/audio
with accessible formats, such as written materials/sign
cassette for vision-impaired people, -impaired people, and
language interpreters for hearing manual impairments?
personal assistance for people with m

Yes ✓ No_____ Action/Due Date:_____

sources Office at least
A. Are the doors to the Human Re face of the stop on the
32" wide (measuring from the f the door when standing
latch side jamb to the face of No_____
open 90 degrees)? Yes ✓

5 pounds of pressure or
B. Are the doors easy to open (sping, tight pinching or
less and not require tight gra ate)? Yes _____ No ✓
twisting of the wrist to oper

an 1/2" high? Yes ✓ No__
C. Are the thresholds no more th

desks and tables in the
D. Is the path of travel between sources offices at least
interior areas of the Human Re uctions and no
36 inches wide, with no obstr ted on the wall) greater
protrusions (e.g, object mount
than 4 inches? Yes ✓ No___

Resources are deemed
8. If interview rooms in Human cessible site at which
inaccessible, has an alternative, ac ed (which is perfectly
interview can be held been earmarke
appropriate)?

Yes ✓ No____ Action/Due Date: _____
Will meet in Conference Room of T-1

9. Have we made sure that employment tests are selected and administered in a way to ensure that test results accurately reflect the skills or aptitude necessary to perform the job rather than reflect the impaired sensory, manual, or speaking skills of the applicant or employee, unless the sensory, speaking, or manual ability is necessary to perform critical element(s) of the job?

Yes ✓ No____ Action/Due Date: _____

(See discussion in connection with Question No. 6, above, for a discussion of typing tests)

10. Have we made sure that our employment application forms do not contain questions as to whether an applicant is an individual with a disability, has experienced any recent hospitalizations, has had any of the following conditions or diseases (followed by a checklist), or has filed a workers' compensation claim?

Yes ____ No ✓ Action/Due Date: Had been advised

11. Have we posted equal employment opportunity notices in an accessible format (i.e., in large print) in accordance with ADA Section 105, Posting Notices ("Every employer, employment agency, labor organization, or joint labor-management committee covered under this title shall post notices in an accessible format to applicants, employees, and members describing the applicable provisions of this Act....") ?

Yes ✓ No ____ Action/Due Date:_____
Furnished upon request

12. With respect to recruitment of qualified disabled employees, is any effort being made to disseminate job information to disabled persons in a manner that fulfills the requirements of the Act? Note: While Title I of the ADA does not, according to at least one legal commentator, require a covered employer to provide job information in various disability-accessible formats in advance, the employer should be prepared to make it available in an accessible format (on tape, in Braille, in large print) upon request. An expert labor lawyer from Porter, Wright told a seminar ML attended that he would advise putting the following statement on

employment notices and/or applications: "We comply with the law. If you require special accommodations in the interview process, like a reader or a signer, then you should call this number:____" Additionally, because Lakeland is also covered under Title II (which places great emphasis on communications), consideration should also be given to putting a TDD number in all job ads so that a deaf person would have a means of making an initial contact .

Yes _____ No ✓ Action/Due Date:_____

13. Is the permissible scope of the acceptable pre-employment medical examination and related lines of inquiry fully understood by Human Resources?

Yes _____ No_____ Action/Due Date: _____

n/a

14. Are any training efforts being undertaken to assure that individuals with disabilities are not subjected to discrimination because of insensitivity or ignorance by or on the part of co-workers and/or supervisors?

Yes _____ No ✓ Action/Due Date: _____

In process of being planned

15. Are "handicapped accessible" signs posted both outside and within the College's buildings to direct individuals with disabilities to accessible entrances, exits, restrooms, and handicapped parking?

Yes _____ No ✓ Action/Due Date: _____

16. Does the College have in place an established procedure pursuant to which employees requiring accommodations make their needs known to the institution?

Yes _____ No ✓ Action/Due Date: _____

If so, are all supervisory personnel at the College familiar with such procedure?

Yes _____ No_____ Action/Due Date: _____

17. Have collective bargaining agreements been reviewed to be sure they do not contain any per se ADA violations?

Yes ✓ No _____ Action/Due Date: _____

18. What policy is in place to assure that medical information on an employee is maintained in a file in Human Resources separate and apart from an employee's "general" personnel file?

Yes _____ No ✓ Action/Due Date: _____

Policy being developed.

STUDENT ORGANIZATIONS
at Lakeland Community College

APPENDIX I

AIKIDO CLUB

The purpose of the Lakeland Aikido Club is to further the study of Aikido. This organization offers several classes per week. Through these sessions, members are able to practice techniques and gain self confidence and peace of mind through disciplined self-defense training.

Advisor: Linda Lee Vecchio,
Athletic & Fitness Center

AMATEUR RADIO CLUB

The Lakeland Community College Amateur Radio Club is committed to the continuation of the ham radio hobby. Their intention is to bring the world to Lakeland as International Goodwill Ambassadors using the combined power of communication skills and electronics technology. The organization is committed to educating the community and campus about their radio service.

Advisor: George Pichelli,
A-2018

Campus Bible Fellowship

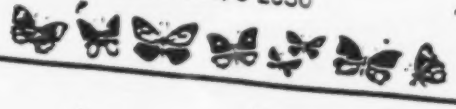
The purpose of Campus Bible Fellowship is to provide the opportunity for biblically based bible studies. There are also social activities planned throughout the year which include hayrides, retreats, and athletic competition in addition to bible studies and discussion groups. All activities are open to Lakeland Community College students, faculty and staff in addition to the public regardless of religious affiliation.

Advisor: Kevin Lister, T-127

Differently-Abled Students Association

The purpose of the DAS (Differently-Abled Students Association) is to give support to disabled students; to engage in recreational activities; to increase the college community's level of awareness concerning the needs and capabilities of persons with disabilities; and to educate the community in general about persons with physical and/or mental impairments.

Advisor: Martha Lee, C-2050



Lakeland Community College

LEARNING SUPPORT CENTER
SPECIAL SERVICES

INSTRUCTIONAL POLICY
DISABLED STUDENTS

Lakeland Community College has established clear procedures for accommodating qualified disabled students who request academic accommodation. Disabilities include physical, psychological, learning, and mental retardation.

The Director of Tutorial Services will notify you in writing before classes begin each quarter as to the agreed to modifications and how they are to be managed. These modifications may include one or more of the following: providing special classroom furniture; asking you to announce a request for volunteers to "share" their notes (to be copied in the Center or at the nearest faculty copy machine); allowing students to record classroom proceedings; providing sign language interpreters; granting special testing conditions (more time, reader and/or scribe service, test format change, computer with Word Perfect, oral tests); moving a class to a more accessible location. Further, in some instances, the student will be accompanied by an attendant; in other instances, the student may need an in-class "coach". In the latter case, you will be asked to participate in defining the role of the coach so that his/her presence does not alter classroom dynamics. Virtually all accommodations are handled in the Tutorial Center.

The College is legally obligated to provide "reasonable accommodation" in the "most integrated" setting possible. Where accommodations have been agreed to by both the student and the College agent (director or access counselor), no individual faculty member may unilaterally alter that agreement without risking personal liability (Dinsmore vs. Univ. of Cal., Berkeley). Of course, we welcome any recommendations from you regarding specific accommodations, particularly those that impact delivery of instruction or test modification; however, while discussions are ongoing, accommodations must be maintained until final resolution.

Not all disabled students are aware of accommodations; if you discover a student who would benefit from service, feel free to recommend that he/she contact the access counselor in C-2050 (953-7245).

APPENDIX K

SPECIAL ACADEMIC SERVICES

Special Student Services

Services for Persons With Disabilities

Lakeland Community College believes all students are entitled to equal educational opportunities as well as access to the college's programs and facilities. Requests for special accommodation due to disability require you, the student, to provide verification of your disability.

NEW STUDENTS: If you are a new applicant to Lakeland and believe you will require an accommodation for your disability, you must first provide the college with verification of and a description of the disability. Suitable proof would come from either a medical doctor, a psychologist, and/or your school district. You must provide this verification by:

November 2, 1992 ..... for Winter Quarter
February 1, 1993 ..... for Spring Quarter
April 26, 1993 ..... for Summer Sessions

CONTINUING STUDENTS: Invitational Registration for Disabled Students is scheduled for:

November 9-25, 1992 ..... for Winter Quarter
February 8-19, 1993 ..... for Spring Quarter
May 10-28, 1993 ..... for Summer Quarter

Selected students will be invited by mail to register for classes.

We recommend you contact the Access Counselor at 953-7245, TTY 953-7006, or stop by Room C-2055 in Tutorial Services.

Handicapped Parking

Arrangements to obtain a special parking permit for the handicapped should be made through the Health and Wellness Center in Room A-1033.

Student Health Insurance

A low-cost student health insurance plan designed for Lakeland Community College students is available for students carrying six or more credit hours. Brochures describing this plan may be obtained in the Health and Wellness Center, A-1033.

SPRING CLASS SCHEDULE 1993

BEST COPY AVAILABLE

POSITION DESCRIPTION

I. POSITION TITLE

ADA Compliance Officer

II. POSITION DEFINITION

A. Level of Assignment

Administrative: Reports to President of the College

B. General Description of Position

Provides administrative leadership in coordinating and facilitating effective college-wide implementation of The Americans with Disabilities Act and strategic and operational leadership with regard to the College's achievement of its ADA objectives. Implements and monitors institution ADA objectives.

Coordinates other appropriate College personnel to ensure compliance with and prompt remediation of deviation from the College plan.

Manages ADA budget

III. RESPONSIBILITIES

A. Provides strategic and operational leadership with regard to achievement of the College ADA objectives;

B. Implements and monitors College ADA objectives;

C. Accepts ADA-related grievances on behalf of the College; investigates the allegations and expedites grievance resolution through the established procedures;

D. All duties listed above are performed in concert with the College ADA Committee, legal counsel, and other appropriate College personnel.

Position Description
Continued ---

D. Oversees retention of records relevant to the self-evaluation report mandated by Title II of the ADA. Such records shall be maintained for at least five (5) years following the completion of the self-evaluation, or for a period of time consistent with applicable law. These records shall include:

(1) a list of the interested persons consulted,
(2) a description of areas examined and any problems identified,
(3) a description of any modifications made.

In connection with his/her record-retention duties, he shall make the foregoing three items available for public inspection during the normal business hours and after giving reasonable notice, according to the requirement of the law.

10/92

GRIEVANCE PROCEDURE
FOR THE AMERICANS WITH DISABILITIES ACT

Lakeland Community College
Mentor, Ohio

General Statement of Purpose

Lakeland Community College has adopted an internal grievance procedure providing for prompt and equitable resolution of complaints alleging any action prohibited by the Americans with Disabilities Act ("The ADA"), 42 U.S.C. Secs. 12101 et seq. and/or regulations promulgated thereunder. The ADA states, in part, that "(no) qualified individual with a disability shall on the basis of disability be excluded from participation in or be denied the benefits of the services, programs, or activities of a public entity, or be subjected to discrimination by any public entity." This grievance procedure shall be utilized in cases alleging disability-based discrimination where the grievant is a student, or an employee, or a prospective employee, or a visitor to Lakeland Community College.

There is a difference between raising a question (either to acquire information or to express a concern) and the filing of a grievance. Model forms for each are attached. The timing requirement set forth in paragraph 3 of Procedure, p.2, shall not be operative where a person has first filed in writing a concern or a question. This paragraph more particularly sets forth the applicable time constraints where a written concern or question (as opposed to a formal grievance) is involved.

The Compliance Officer shall maintain for a minimum of five years a log of grievances and concerns. This log shall be available upon request to the public. The Compliance Officer shall report the log on a regular basis to the ADA Committee.

The right of a person to a prompt and equitable resolution of a complaint filed hereunder shall not be impaired by the person's pursuit of other remedies such as filing of an ADA complaint with the responsible federal department or agency. Utilization of this grievance procedure is not a prerequisite to the pursuit of other remedies.

These rules shall be construed to protect the substantive rights of interested persons, to meet appropriate due process standards, and to assure that Lakeland Community College complies with the ADA and implementing regulations.

PROCEDURE

Grievances may be pursued in accordance with the following procedures and guidelines:

1. A complaint shall be filed in writing and shall contain:

   * the name of the person filing it
   * the mailing address of the person filing it
   * a brief description of the alleged violation.
   * a description of informal conciliation efforts where the complainant is a student or an employee

2. Grievances should be addressed to:

   Gerard Reis, ADA Compliance Office,
   Lakeland Community College
   7700 Clocktower Drive
   Mentor, Ohio 44060

   (Phone: 953-7225)

3. A grievance should be filed within ten (10) business days (Monday-Friday) of the alleged violation. For any violation which is ongoing or continuous in nature, the ten (10) day filing requirement shall be considered to be triggered on the last date on which the alleged violation occurred, or on the date when the alleged discrimination first came to be known to the Grievant. If a concern or question has been filed in writing, the ten (10) day period will commence on the date the response to the question was mailed to the person with the concern. Discrimination which occurred before this grievance procedure was in place will be considered on a case-by-case basis.

4. The Compliance Officer (or his designee) shall stamp all Grievances indicating the date the Grievance was received in his office, and, within one work day, shall refer all incoming Grievances to the ADA Grievance Committee.

5. The ADA Grievance Committee shall set down any such Grievances for a hearing to be conducted within ten business days from the date the Grievance was first stamped "received" by the Compliance Officer.

6. The grievant may bring a person of his/her own choosing to the hearing; this person shall function as an observer rather than a participant, and shall fulfill the function of support to the grievant. An investigation, as may be appropriate, shall be conducted with respect to the allegations made. These rules contemplate an informal but thorough investigation, affording both the Grievant and the College an opportunity to submit any materials he/she/it deems relevant to the matter at hand. Employees of the College filing charges under this procedure shall be protected from adverse action on the part of the College stemming from the filing.

7. A written finding of fact and recommendation as to resolution of the matter shall be issued by the ADA Grievance Committee within five (5) business days of the date the hearing was conducted, with a copy immediately forwarded to the Grievant.

8. Upon receipt of the Committee's written findings of fact and recommendation, the grievant shall review the document and determine whether he/she is satisfied with the proposed resolution of the matter. If he/she is not, he/she shall notify the Compliance Officer in writing within five (5) business days of receipt of the findings of fact and recommendation of his/her intention to appeal the matter further. In that case, the matter shall be reviewed by the Compliance Officer/designee, who shall contact any parties he wishes to obtain additional evidence as he sees fit. The Compliance Officer/designee shall complete his review and issue his opinion either accepting or rejecting the recommendation of the ADA Grievance Committee within five (5) business days of receipt of the Grievant's letter notifying him of the Grievant's desire to appeal the ADA Grievance Committee's decision. The decision of the Compliance Officer shall be final.

LAKELAND COMMUNITY COLLEGE
AMERICAN WITH DISABILITIES ACT
GRIEVANCE FORM

NAME OF COMPLAINANT: _____

ADDRESS: _____

_____ PHONE _____

I AM A: (check one)

____ LAKELAND STUDENT
____ LAKELAND VISITOR
____ LAKELAND EMPLOYEE
____ LAKELAND PROSPECTIVE EMPLOYEE

DESCRIBE BELOW THE NATURE OF YOUR COMPLAINT AND THE DATE OF OCCURRENCE:

_____

_____

_____

(attached additional sheet if necessary)

If you are currently a STUDENT or EMPLOYEE, please attach to this form a description of the steps which you have taken to resolve this matter prior to the filing of this grievance; also specify with whom you have spoken or written (with approximate dates, if possible) and the outcome of these informal discussions and/or communications.

_____
SIGNATURE

_____
DATE

_____
Date Received in Compliance Office

LAKELAND COMMUNITY COLLEGE
AMERICAN WITH DISABILITIES ACT
DISABILITY CONCERN/QUESTION FORM

YOUR NAME _____

ADDRESS: _____ _____

_____ PHONE _____

YOU ARE A:
(check one)

___ LAKELAND STUDENT
___ LAKELAND VISITOR
___ LAKELAND EMPLOYEE
___ LAKELAND PROSPECTIVE EMPLOYEE

DESCRIBE YOUR CONCERN OR THE INFORMATION YOU ARE SEEKING:

_____

_____

_____

_____
SIGNATURE

_____
DATE

MAIL OR DROP OFF TO:

G. REIS, COMPLIANCE OFFICER
LAKELAND COMMUNITY COLLEGE
ROOM S 242
7700 CLOCKTOWER DRIVE
MENTOR, OH 44060

Special Student Services

For Students Living With a Disability

Lakeland
Community College

Our Goal

The primary objective of Special Services is to integrate and mainstream students living with a disability into the college community. Lakeland is an open-access community college and subscribes to the principles set forth in both section 504 of the Rehabilitation Act of 1973 and The Americans With Disabilities Act.

For Additional Information

Contact:

Access Counselor
Lakeland Community College
7700 Clocktower Drive
Mentor, OH 44060-7594
(216) 953-7245
(TTY) 953-7006

Lakeland
Community College

7700 Clocktower Drive
Mentor, OH 44060-7594

3/92 5C

Disability does not mean inability

Special Services

For Students Living with a Disability is a support system for students who need individualized assistance in achieving their academic goals

Who is Eligible?

Services are available to any learning, physically, or mentally disabled student who has documentation confirming his or her disability from the appropriate professional. This documentation is subject to college review.

How to Receive Assistance

Students receive services on a self-referral basis. Early identification is necessary to assure timely implementation of the required accommodations. Students must contact the Access Counselor according to the timetable set forth in the schedule of courses.

Call 953-7245 (voice)
953-7006 (TTY)
or stop by
in Tutorial Services
(Room C-2050).

What Are the Services?

The following supportive services are available as required:

- Academic counseling.
- Priority registration.
- Liaison with Tutorial Services regarding sign language interpreters, notetakers, taped materials, test-taking accomodations and use of specialized equipment.
- Use of TTY communication device.
- Reserved lockers.
- Liaison with Health Services regarding handicapped parking permits and health needs.
- Notice of events of special interest.

Special parking arrangements and academic accomodations require certification/documentation of the disability.

Appendix O

Directory of Disability Support Services in Community Colleges 1992

Lynn Barnett, Editor

A project of the
American Association of Community Colleges
with funding from the U.S. Department of Education

OHIO

Central Ohio Technical College

University Drive
Hopewell South
Newark, OH 43055
Contact: Phyllis E. Thompson, Coordinator, Developmental Education
Tel 614/366-9246 Fax 614/366-5047

* * *

Enrollment: Total 1,450; DSS 60

* * *

Registration by DSS Category: Visual impairment/blindness 2; Hard of hearing/deafness 2; Orthopedic/mobility 20; Learning disabilities 25; Emotional/behavioral 2; Head injuries 3; Chronic illness/other 6

* * *

Support Services/Accommodations: DSS office, disability resource handbook, off-campus housing, counseling, disability-specific assessment, adapted equipment, learning center lab, notetakers/readers, taped texts, tutoring, alternative exams, job placement

* * *

Special Features: Complete diagnosis for learning disabilities

* * *

Note: No DSS degree/certificate data reported.

Cincinnati Technical College

3520 Central Parkway
Room 157
Cincinnati, OH 45223
Contact: David W. Cover, Counselor, Special Needs
Tel 513/569-1613 Fax 513/559-0040

* * *

Enrollment: Total 5,458; DSS 150

* * *

Registration by DSS Category: Visual impairment/blindness 6; Hard of hearing/deafness 7; Orthopedic/mobility 57; Speech/language 3; Learning disabilities 40; Developmental 3; Emotional/behavioral 14; Head injuries 1; Chronic illness/other 21

* * *

Support Services/Accommodations: special orientation, registration assistance, counseling, adapted equipment, interpreters, notetakers/readers, taped texts, alternative exams, course substitution/waiver

* * *

Note: No DSS degree/certificate data reported.

Clark State Community College

570 East Leffel Lane
210 Rhodes Hall
Springfield, OH 45505
Contact: Deborah Titus, Handicapped Students Counselor
Tel 513/328-6081 Fax 513/328-6133

* * *

Enrollment: Total 4,142; DSS 78
DSS Graduation: Associate Degrees 27; Certificates 3

* * *

Registration by DSS Category: Visual impairment/blindness 2; Hard of hearing/deafness 7; Orthopedic/mobility 34; Learning disabilities 9; Developmental 1; Emotional/behavioral 1; Head injuries 1; Chronic illness/other 23

* * *

Support Services/Accommodations: disability-specific scholarships, DSS office, registration assistance, emergency evacuation, counseling, interpreters, notetakers/readers, alternative exams, job-seeking training

* * *

Special Features: Counselor participation on several community service committees, allowing better liaison services and support between social and service agencies and students

Columbus State Community College

550 East Spring Street
Franklin Hall, Room 228
Columbus, OH 43215
Contact: Linda Wetters, Director
Tel 614/227-2629 Fax 614/227-5123

* * *

Enrollment: Total 24,935; DSS 462
DSS Graduation: Associate Degrees 43; Certificates 3

* * *

Registration by DSS Category: Visual impairment/blindness 19; Hard of hearing/deafness 53; Orthopedic/mobility 44; Speech/language 1; Learning disabilities 209; Emotional/behavioral 41; Head injuries 14; Chronic illness/other 81

* * *

Support Services/Accommodations: DSS office, disability resource handbook, special orientation, registration assistance, emergency evacuation, counseling, disability-specific assessment, adapted equipment, interpreters, notetakers/readers, taped texts, tutoring, alternative exams, course substitution/waiver, job placement

* * *

Special Features: Entrepreneurship training program for people with disabilities; learning disability assessment

Cuyahoga Community College

11000 Pleasant Valley Road, G-113
Parma, OH 44130-5199
Contact: Connie Henderson, Director, Student Support Services
Tel 216/987-5078 Fax 216/987-5079

* * *

Enrollment: Total 23,438; DSS 568

* * *

Registration by DSS Category: Visual impairment/blindness 49; Hard of hearing/deafness 52; Orthopedic/mobility 97; Speech/language 7; Learning disabilities 146; Emotional/behavioral 9; Chronic illness/other 122

* * *

Support Services/Accommodations: disability-specific scholarships, DSS office, disability resource handbook, special orientation, registration assistance, extracurricular activities, adapted sports/physical education, counseling, adapted equipment, learning center lab, interpreters, notetakers/readers, taped texts, tutoring, alternative exams, course substitution/waiver, job-seeking training, job placement

* * *

Note: No DSS degree/certificate data reported.

Kent State University - Ashtabula

3325 West 13th Street
Main Building
Ashtabula, OH 44004
Contact: Ronald P. Brown, Director of Minority Affairs
Tel 216/964-4219 Fax 216/964-4269

* * *

Enrollment: Total 1,009; DSS 4
DSS Graduation: Associate Degrees 1

* * *

Registration by DSS Category: Orthopedic/mobility 4

* * *

Support Services/Accommodations: transportation, counseling, taped texts, alternative exams

Kent State University - Tuscarowas

University Drive, N.E.
New Philadelphia, OH 44663
Contact: Agnes K. Swigart, Assistant to the Dean
Tel 216/339-3391 Fax 216/339-3321

* * *

Enrollment: Total 1,247

* * *

Support Services/Accommodations: registration assistance, learning center lab, alternative exams, vocational assessment, job-seeking training, job placement

* * *

Special Features: State-of-the-art computer center

* * *

Note: DSS students not identified by category. No DSS enrollment data reported. No DSS degree/certificate data reported.

Lakeland Community College

7700 Clocktower Drive
Room C-2055
Mentor, OH 44060
Contact: Martha C. Lee, Access Counselor
Tel 216/953-7245 Fax 216/953-9710

* * *

Enrollment: Total 13,872; DSS 134
DSS Graduation: Associate Degrees 4; Certificates 1

* * *

Registration by DSS Category: Visual impairment/blindness 8; Hard of hearing/deafness 12; Orthopedic/mobility 25; Speech/language 7; Learning disabilities 33; Developmental 11; Emotional/behavioral 25; Head injuries 3; Chronic illness/other 10

* * *

Support Services/Accommodations: DSS office, disability resource handbook, special orientation, registration assistance, extracurricular activities, counseling, disability-specific assessment, adapted equipment, learning center lab, interpreters, notetakers/readers, taped texts, tutoring, alternative exams, course substitution/waiver, job-seeking training

Lima Technical College

4240 Campus Drive
Galvin Hall, Room 205
Lima, OH 45804
Contact: Regina C. Freeman,
Handicapped Student Services Coordinator
Tel 419/221-1112 Fax 419/221-0450

* * *

Enrollment: Total 2,633; DSS 97

* * *

Registration by DSS Category: Visual impairment/blindness 6; Hard of hearing/deafness 9; Orthopedic/mobility 19; Speech/language 3; Learning disabilities 47; Developmental 2; Emotional/behavioral 2; Head injuries 4; Chronic illness/other 5

* * *

Support Services/Accommodations: DSS office, special orientation, registration assistance, extracurricular activities, counseling, disability-specific assessment, adapted equipment, learning center lab, notetakers/readers, taped texts, tutoring, alternative exams, course substitution/waiver, job-seeking training, job placement

* * *

Note: No DSS degree/certificate data reported.

Marion Technical College

1467 Mt. Vernon Avenue
Technical Education Center
Marion, OH 43302-5694
Contact: Donna Dean, Student Services Counselor
Tel 614/389-4636 Fax 614/389-6136

* * *

Enrollment: Total 1,655; DSS 5
DSS Graduation: Associate Degrees 20; Certificates 5

* * *

Registration by DSS Category: Visual impairment/blindness 1; Orthopedic/mobility 3; Chronic illness/other 1

* * *

Support Services/Accommodations: disability resource handbook, registration assistance, emergency evacuation, disability-specific assessment, adapted equipment, learning center lab, interpreters, notetakers/readers, taped texts, tutoring, alternative exams, vocational assessment, job-seeking training, job placement

North Central Technical College

2441 Kenwood Circle
P.O. Box 698
Mansfield, OH 44901-0698
Contact: Peter H. Grant, Associate Dean,
Student Records, Research
Tel 419/755-4827 Fax 419/755-4750

* * *

Enrollment: Total 3,693; DSS 87
DSS Graduation: Associate Degrees 12; Certificates 4

* * *

Registration by DSS Category: Hard of hearing/deafness 15; Orthopedic/mobility 31; Speech/language 1; Learning disabilities 11; Chronic illness/other 31

* * *

Support Services/Accommodations: DSS office, registration assistance, counseling, learning center lab, notetakers/readers, taped texts, alternative exams, course substitution/waiver, vocational assessment, job-seeking training, job placement

Northwest Technical College

Route 1, Box 246A
"B" Wing
Archbold, OH 43502
Contact: Bob Pfau, Dean, Institutional Advancement
Tel 419/267-5511 Fax 419/267-3688

* * *

Enrollment: Total 1,833; DSS 15
DSS Graduation: Associate Degrees 11; Certificates 1

* * *

Support Services/Accommodations: registration assistance, emergency evacuation, extracurricular activities, counseling, adapted equipment, learning center lab, taped texts, tutoring, alternative exams, course substitution/waiver, job-seeking training, job placement

* * *

Special Features: Audio exam for blindness; one-handed typing text

* * *

Note: DSS students not identified by category.

Ohio University - Zanesville

1425 Newark Road
Zanesville, OH 43701
Contact: Deborah Kladivko, Director, Student Services
Tel 614/453-0762 Fax 614/453-6161

* * *

Enrollment: Total 1,700; DSS 3

* * *

Registration by DSS Category: Visual impairment/blindness 1; Orthopedic/mobility 1; Learning disabilities 1

* * *

Support Services/Accommodations: notetakers/readers, taped texts, alternative exams

* * *

Note: No DSS degree/certificate data reported.

Owens Technical College

300 Davis Street
Findlay, OH 45840
Contact: Mary Ann Frost, Director, Student Services
Tel 419/423-6827

* * *

Enrollment: Total 1,258; DSS 14

* * *

Registration by DSS Category: Hard of hearing/deafness 2; Orthopedic/mobility 3; Learning disabilities 2; Emotional/behavioral 1; Head injuries 2; Chronic illness/other 4

* * *

Support Services/Accommodations: registration assistance, counseling, adapted equipment, alternative exams, course substitution/waiver, job-seeking training, job placement

* * *

Note: No DSS degree/certificate data reported.

Rio Grande Community College

218 North College Avenue
201 Allen Hall
Rio Grande, OH 45674
Contact: Herman L. Koby, Secretary/Treasurer
Tel 614/245-5035 Fax 614/245-5220

* * *

Enrollment: Total 1,385; DSS 73
DSS Graduation: Associate Degrees 26

* * *

Registration by DSS Category: Visual impairment/blindness 8; Orthopedic/mobility 29; Learning disabilities 17; Emotional/behavioral 23

* * *

Support Services/Accommodations: DSS office, disability resource handbook, special orientation, registration assistance, on-campus housing, counseling, adapted equipment, learning center lab, interpreters, notetakers/readers, taped texts, tutoring, alternative exams, course substitution/waiver, vocational assessment, job-seeking training, job placement

* * *

Special Features: Student-to-student tutoring program in all courses and curriculum areas

Sinclair Community College

444 West Third Street
Room 6221
Dayton, OH 45402-1460
Contact: Anna M. Mays, Director, Educational Support Services
Tel 513/226-2792 Fax 513/449-5192

* * *

Enrollment: Total 20,417; DSS 328
DSS Graduation: Associate Degrees 9

* * *

Registration by DSS Category: Visual impairment/blindness 22; Hard of hearing/deafness 36; Orthopedic/mobility 71; Speech/language 1; Learning disabilities 142; Developmental 23; Emotional/behavioral 17; Chronic illness/other 16

* * *

Support Services/Accommodations: disability-specific scholarships, DSS office, disability resource handbook, special orientation, registration assistance, emergency evacuation, extracurricular activities, adapted sports/physical education, counseling, disability-specific assessment, adapted equipment, learning center lab, interpreters, notetakers/readers, taped texts, tutoring, alternative exams, course substitution/waiver, job-seeking training, job placement

* * *

Special Features: Faculty support team with representatives of faculty, Handicapped Student Services, and Educational Support Services; team approach used to create new resources (e.g., accommodations, adaptive aids, consultation)

Stark Technical College

6200 Frank Avenue, N.W.
Student Development/Admissions
Canton, OH 44270-7299
Contact: Karen Saracusa, Special Needs Coordinator
Tel 216/494-6170 Fax 216/497-6313

* * *

Enrollment: Total 3,989; DSS 25

* * *

Registration by DSS Category: Visual impairment/blindness 2; Hard of hearing/deafness 2; Orthopedic/mobility 6; Speech/language 1; Learning disabilities 5; Emotional/behavioral 3; Head injuries 2; Chronic illness/other 4

* * *

Support Services/Accommodations: DSS office, registration assistance, counseling, adapted equipment, learning center lab, interpreters, notetakers/readers, taped texts, alternative exams, job placement

* * *

Note: No DSS degree/certificate data reported.

University of Akron - Wayne College

10470 Smucker Road, B-104
Orrville, OH 44667
Contact: Julia Beyeler, Director, Learning Support Services
Tel 216/683-2010 Fax 216/683-1517

* * *

Enrollment: Total 1,528; DSS 13
DSS Graduation: Associate Degrees 1

* * *

Registration by DSS Category: Hard of hearing/deafness 1; Orthopedic/mobility 2; Learning disabilities 7; Developmental 1; Head injuries 1; Chronic illness/other 1

* * *

Support Services/Accommodations: DSS office, learning center lab, interpreters, notetakers/readers, taped texts, tutoring, alternative exams, course substitution/waiver, job placement

University of Cincinnati - Raymond Walters College

9555 Plainfield Road
Muntz Hall, Room 101
Cincinnati, OH 45236
Contact: Julie Gibson, Coordinator of Disability Services
Tel 513/745-5670 Fax 513/745-5767

* * *

Enrollment: Total 4,000; DSS 91

* * *

Registration by DSS Category: Visual impairment/blindness 9; Hard of hearing/deafness 7; Orthopedic/mobility 3; Learning disabilities 33; Chronic illness/other 17

* * *

Support Services/Accommodations: DSS office, disability resource handbook, registration assistance, emergency evacuation, disability-specific assessment, adapted equipment, interpreters, notetakers/readers, taped texts, alternative exams, course substitution/waiver, vocational assessment

* * *

Special Features: Rapidly growing DSS program

* * *

Note: No DSS degree/certificate data reported.

University of Toledo - Community and Technical College

2801 West Bancroft
Gillham Hall 4015
Toledo, OH 43606
Contact: Carl A. Earwood, Director, Office of Accessibility
Tel 419/537-2624 Fax 419/537-4940

* * *

Enrollment: Total 25,348; DSS 605
DSS Graduation: Associate Degrees 17

* * *

Registration by DSS Category: Visual impairment/blindness 36; Hard of hearing/deafness 43; Orthopedic/mobility 53; Speech/language 33; Learning disabilities 237; Developmental 23; Emotional/behavioral 27; Head injuries 21; Chronic illness/other 132

* * *

Support Services/Accommodations: disability-specific scholarships, DSS office, disability resource handbook, special orientation, registration assistance, on-campus housing, emergency evacuation, transportation, extracurricular activities, adapted sports/physical education, counseling, disability-specific assessment, adapted equipment, learning center lab, interpreters, notetakers/readers, taped texts, tutoring, alternative exams, course substitution/waiver, job placement

Washington State Community College

710 Collegiate Drive
Marietta, OH 45750
Contact: Ann Hontz, Director of Student Development
Tel 614/374-8716 Fax 614/373-7496

* * *

Enrollment: Total 5,748; DSS 54
DSS Graduation: Associate Degrees 14

* * *

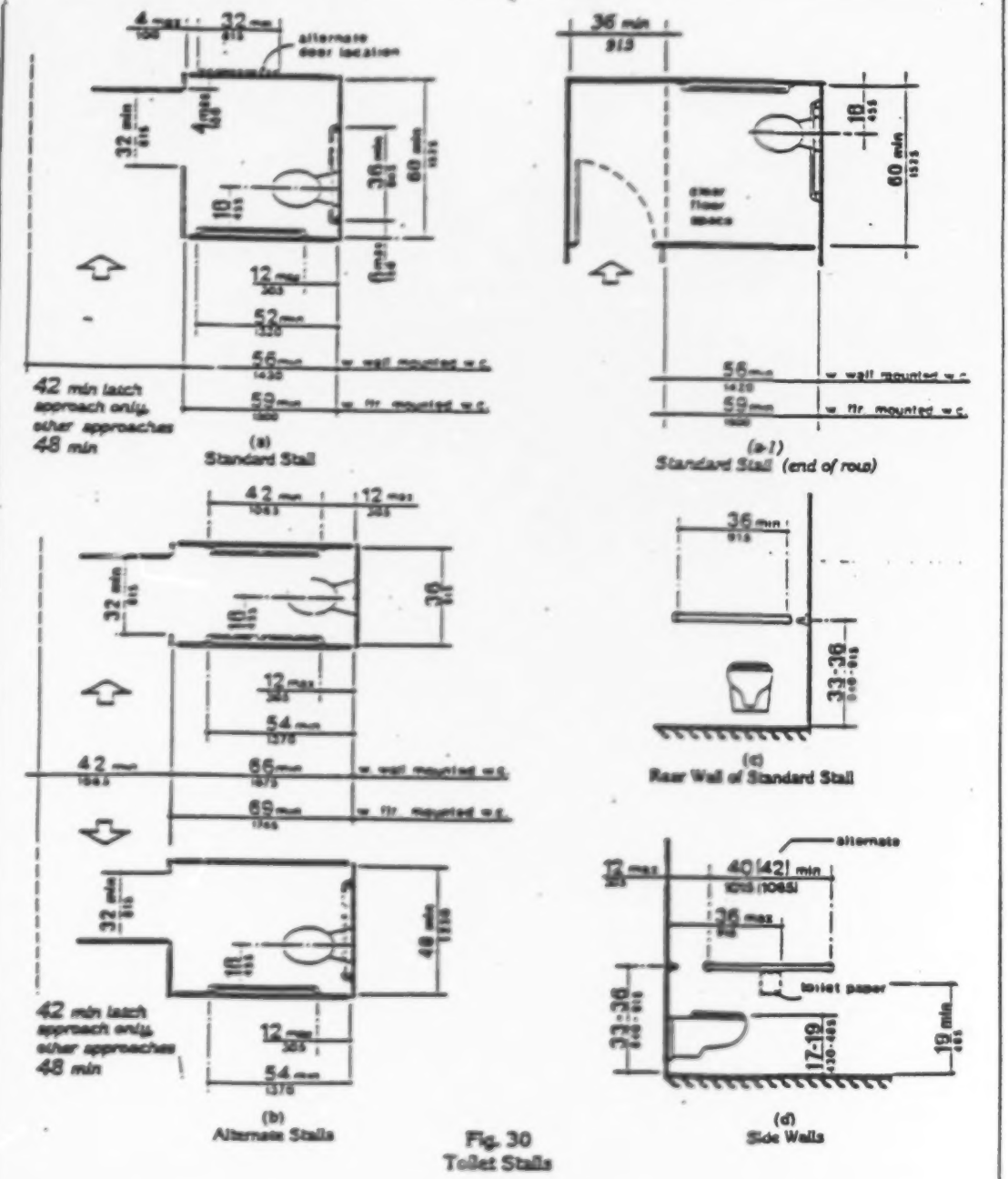
Registration by DSS Category: Visual impairment/blindness 3; Hard of hearing/deafness 1; Orthopedic/mobility 10; Learning disabilities 30; Emotional/behavioral 10

* * *

Support Services/Accommodations: DSS office, adapted sports/physical education, disability-specific assessment, adapted equipment, interpreters, notetakers/readers, taped texts, alternative exams, course substitution/waiver, job placement

78

4.17 Toilet Stalls



(a) Standard Stall

(a-1) Standard Stall (end of row)

(b) Alternate Stalls

(c) Rear Wall of Standard Stall

(d) Side Walls

Fig. 30
Toilet Stalls

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APPENDIX Q

ASSISTIVE LISTENING DEVICES

Assistive listening devices (ALD's) are systems which combine with a person's hearing aid to augment and clarify sound in a group setting. Examples are personal and group FM systems (using radio waves), loop systems (using magnetic waves), infrared systems (using light waves) and hardwire systems (directly connecting the speaker and listener).

The key to the success of ALD's is in the speaker's use of a lapel microphone which reduces background noise as it transmits the voice to the person wearing the hearing aid.

INTRODUCTION

A. PARKING (Guidelines: See Table I, R-3)

The Committee started with the topic of parking because as on most campuses, it has generated the most interest. As a rule, students, visitors, tradesman, and employees alike all want to park at the wall of the building they are entering.

(1) Accessible parking spaces are to be located on the shortest accessible route of travel from adjacent parking to an accessible pedestrian entrance to a building. If a building has multiple accessible entrances with adjacent parking, accessible parking is to be dispersed and located closest to the various accessible entrances.

(2) Handicapped parking spaces are to be 96" wide (8') and have an adjacent access aisle of 60" (5'); two spaces can share one accessible aisle. They shall be designated as reserved for the disabled by a clearly-placed sign displaying the international symbol.

(3) State law (Ohio Revised Code Sec. 4511.69) prohibits improperly designated vehicles from parking in spaces reserved for persons with disabilities on public or private property. Appropriate identification includes handicapped license plate, permanent parking card, temporary parking card, disabled veteran plate.

(4) When a motor vehicle is being operated by or for the transport of handicapped persons and is displaying proper identification, under Ohio law it is permitted to park two hours in excess of the legal parking period, except where local rules provide otherwise or where the vehicle is parked in such a way as to constitute a hazard. (RC4511.69 attached)

4511.69

(E) Special parking locations and privileges for handicapped persons shall be provided and designated by all political subdivisions and by the state and all agencies and instrumentalities thereof at all offices and facilities, where parking is provided, whether owned, rented, or leased, and at all publicly owned parking garages. The locations shall be designated through the posting of an elevated sign, whether permanently affixed or movable, imprinted with the international symbol of accessibility and shall be reasonably close to exits, entrances, elevators, and ramps. All elevated signs posted in accordance with this division and division (B) of section 3781.111 of the Revised Code shall be mounted on a fixed or movable post, and the distance from the ground to the top edge of the sign shall measure five feet.

(F) No person shall stop, stand, or park any motor vehicle at special parking locations provided for handicapped persons under this section or at special parking locations provided for handicapped persons in or on privately owned parking lots, parking garages, or other parking areas and designated in accordance with division (E) of this section, unless the motor vehicle is being operated by or for the transport of a handicapped person and is displaying a parking card or special handicapped license plates.

(G) When a motor vehicle is being operated by or for the transport of a handicapped person and is displaying a parking card or special handicapped license plates, the motor vehicle shall be permitted to park for a period of two hours in excess of the legal parking period permitted by local authorities, except where local ordinances or police rules provide otherwise or where the vehicle is parked in such a manner as to be clearly a traffic hazard.

(H) No owner of an office, facility, or parking garage where special parking locations for the handicapped must be designated in accordance with division (E) of this section shall fail to properly mark the special parking locations as required by that division or fail to maintain the markings of the special locations, including the erection and maintenance of the fixed or movable signs.

(I) As used in this section:

(1) "Handicapped person" has the same meaning as in section 4503.44 of the Revised Code.

(2) "Special handicapped license plates" and "parking card" mean any license plates or parking card issued under section 4503.44 of the Revised Code, and also mean any substantially similar license plates or parking card issued by a state, district, country, or sovereignty with which the director of highway safety has entered into a reciprocity agreement as authorized by section 5502.03 of the Revised Code, during the time the agreement is in effect.

HISTORY: 1991 H 73, eff. 9-25-91
1988 H 111; 1983 H 174; 1982 H 116, H 48; 1981 H 1; 1977 H 652; 1976 S 162; 1973 H 200; 1953 H 1; GC 6307-67

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(5) The number of accessible parking spaces the college must provide in a given lot is a function of the total number of spaces available in that lot, as follows:

TABLE I

TOTAL PARKING IN LOT			REQUIRED MINIMUM NUMBER OF ACCESSIBLE SPACES
1	TO	25	1
26	TO	50	2
51	TO	75	3
76	TO	100	4
101	TO	150	5
151	TO	200	6
201	TO	300	7
301	TO	400	8
401	TO	500	9
501	TO	1000	2 PERCENT OF TOTAL
1001	AND OVER		20 PLUS 1 FOR EACH 100 OVER 1000

However, an exception has been crafted that would allow the College to distribute its total number of accessible parking spaces among various lots as it sees fit "if greater accessibility is achieved."

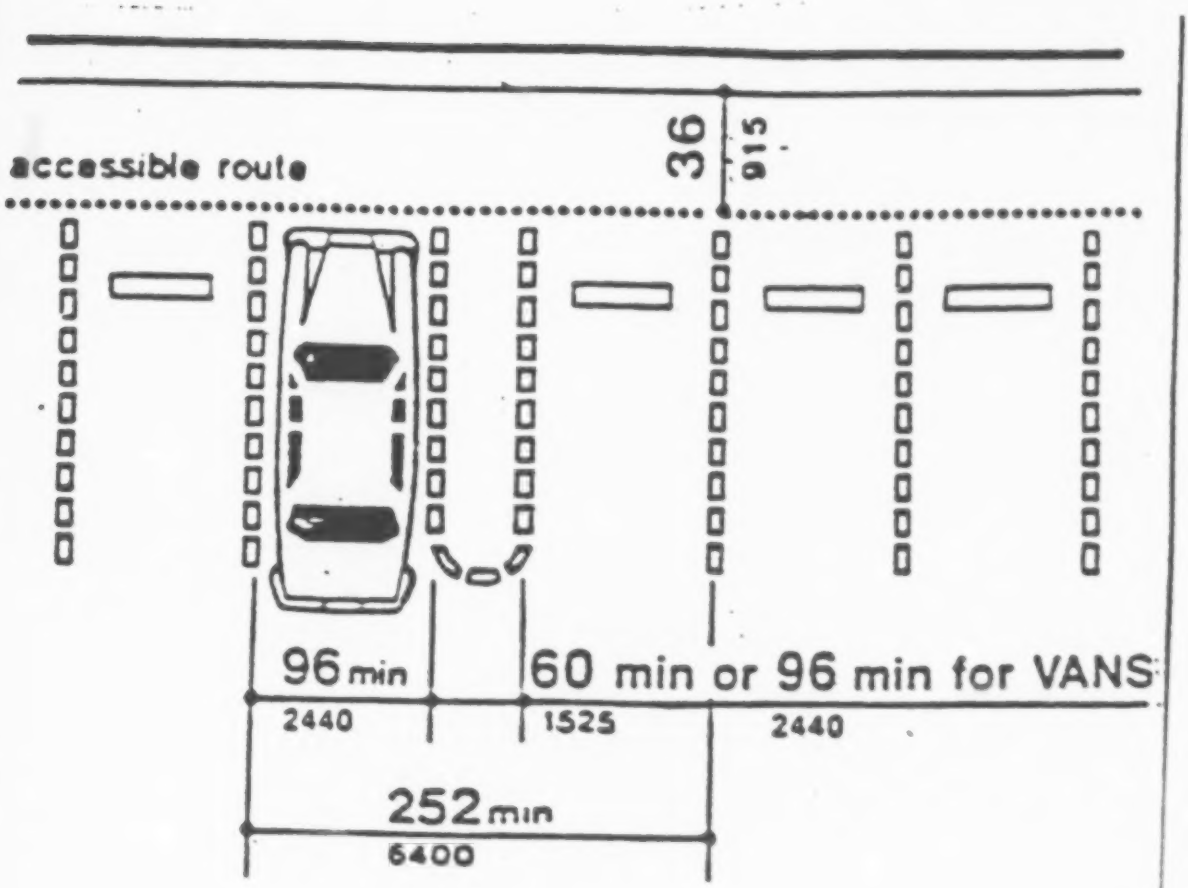
(6) Where NEW construction is involved, one in every eight accessible spaces, but not less than one, shall be served by an access aisle at least 96 inches wide and shall have an additional sign reading "van accessible" mounted below the international symbol of accessibility. An "accessible route" of at least 36" leading to newly constructed handicapped spaces, whether for a van or for a passenger vehicle, need also be worked into the design (4.1.3 and 4.3.3) as set forth in diagram at Figure 9.

(DATA)

LCC has a total of 2,693 non-handicap parking spots. Using Table I, it is clear that 47 parking spaces must be reserved for handicap parking. Table II below reflects the College's distribution of handicap parking spaces among various lots in order to provide greater accessibility.

CURRENT LCC PARKING BY LOT
MAY, 1992
TABLE II

PARKING AREA	FACULTY/ STAFF	STUDENT/ PUBLIC	STATE HDCP	LCC HDCP	SUB TOTAL HDCP	SUB TOTAL PARKING
FACULTY/STAFF	305	0	5	2	7	312
WEST	0	804	0	0	0	804
NORTH	0	244	0	0	0	244
NORTHEAST	0	617	0	0	0	617
AFC	4	107	5	5	10	121
ENGINEERING	22	245	6	4	10	277
HANDICAPPED	0	0	16	2	18	18
NURSING	0	95	3	2	5	100
T-BLDG.	50	0	2	1	3	53
T-BLDG.(EAST)	___	200	2	1	3	203
	381	2,312	39	17	56	2,749



Dimensions of Parking Spaces